

# PETITION FOR SPECIAL HEARING

TO THE ZONING COMMISSIONER OF BALTIMORE COUNTY:

I, or we, Daniel and Ruth Kim, legal owners of the property situate in Baltimore County and which is described in the description and plat attached hereto and made a part hereof, hereby petition for a Special Hearing Under Section 500.7 of the Zoning Regulations of Baltimore County, to determine whether or not the Zoning Commissioner and/or Deputy Zoning Commissioner should approve that the Odong Montessori School should be considered as a school, and not a Day Care Center.

Property is to be posted and advertised as prescribed by Zoning Regulations. I, or we, agree to pay expenses of above Special Hearing advertising, posting, etc., upon filing of this petition, and further agree to and are to be bound by the zoning regulations and restrictions of Baltimore County adopted pursuant to the Zoning Law for Baltimore County.

Contract Purchaser: Address: 614 Reservoir Street, Baltimore MD 21211  
 Legal Owner: Address: 235 Penn Randall Place #103, Upper Marlboro, Md 20870  
 Petitioner's Attorney: Address: 235 Penn Randall Place #103, Upper Marlboro, Md 20870  
 Protester's Attorney: Address: 235 Penn Randall Place #103, Upper Marlboro, Md 20870

ORDERED By the Zoning Commissioner of Baltimore County, this 8th day of September 1980, that the subject matter of this petition be advertised, as required by the Zoning Law of Baltimore County, in two newspapers of general circulation throughout Baltimore County, that property be posted, and that the public hearing be had before the Zoning Commissioner of Baltimore County in Room 106, County Office Building in Towson, Baltimore County, on the 15th day of September 1980, at 10:00 o'clock A.M.

Zoning Commissioner of Baltimore County

(over)

## BALTIMORE COUNTY

### ZONING PLANS

### ADVISORY COMMITTEE



### PETITION AND SITE PLAN

### EVALUATION COMMENTS

## BALTIMORE COUNTY ZONING PLANS ADVISORY COMMITTEE

October 2, 1980

COUNTY OFFICE BLDG.  
 114 W. Chasse Ave.  
 Towson, Maryland 21204

Chairman  
 Nicholas A. Commodari

MEMBERS

Bureau of Engineering  
 Department of Traffic Engineering  
 State Roads Commission  
 Bureau of Fire Prevention  
 Health Department  
 Project Planning  
 Building Department  
 Board of Education  
 Zoning Administration  
 Industrial Development

Mr. Glen Fallin, P.A.  
 8235 Penn Randall Place #103  
 Upper Marlboro, Maryland 20870

RE: Item No. 35  
 Petitioner - Daniel Kim et ux  
 Special Hearing Petition

Dear Mr. Fallin:

The Zoning Plans Advisory Committee has reviewed the plans submitted with the above referenced petition. The following comments are not intended to indicate the appropriateness of the zoning action requested, but to assure that all parties are made aware of plans or problems with regard to the development plans that may have a bearing on this case. The Director of Planning may file a written report with the Zoning Commissioner with recommendations as to the suitability of the requested zoning.

This hearing originates because of a question concerning the use of the existing Odong Montessori School, which is located on the east side of Ridge Road south of Old Court Road in the second election district. In view of the fact that a prior building permit for this site indicated that the building would be utilized by children of various grades, the permit was approved. However, it has come to our attention that the use of the property is only for children ages one to six, and it was the decision of the Zoning Commissioner that a public hearing should be held to determine if this use is a legitimate school operation.

Particular attention should be afforded to the comments of the Department of Permits and Licenses and the Department of Traffic Engineering, and if there are any questions concerning these latter comments, you may contact Mr. Mike Flanagan at 494-3554.

Enclosed are all comments submitted to this office from the committee members at this time. The remaining members felt that no comment was warranted. This petition was accepted for filing on the date of the enclosed certificate and a hearing scheduled accordingly.

Very truly yours,  
 Nicholas A. Commodari  
 Chairman  
 Zoning Plans Advisory Committee

Enclosures  
 cc: Marks and Cooke, Inc.  
 217 West Joppa Road  
 Baltimore, Md. 21204



BALTIMORE COUNTY  
 DEPARTMENT OF PUBLIC WORKS  
 TOWSON, MARYLAND 21204

HARRY J. EISEL, P.E.  
 DIRECTOR

September 25, 1980

Mr. William E. Hammond  
 Zoning Commissioner  
 County Office Building  
 Towson, Maryland 21204

RE: Item #35 (1980-1981)  
 Property Owner: Daniel & Ruth Kim  
 E/S Ridge Road 2400' S. of Old Court Road  
 Acres: 55.68 Acres District: 2nd

Dear Mr. Hammond:

The following comments are furnished in regard to the plat submitted to this office for review by the Zoning Advisory Committee in connection with the subject item.

#### Highways:

Ridge Road, an existing public road, is proposed to be improved in the future as a 40-foot closed section roadway on a 60-foot right-of-way. Highway right-of-way widening, including any necessary reversible easements for slopes, will be required in connection with any grading or building permit application.

The entrance locations are subject to approval by the Department of Traffic Engineering, and shall be constructed in accordance with Baltimore County Standards and Specifications.

#### Sediment Control:

Development of this property through stripping, grading and stabilization could result in a sediment pollution problem, damaging private and public holdings downstream of the property. A grading permit is, therefore, necessary for all grading, including the stripping of top soil.

#### Storm Drains:

Provisions for accommodating storm water or drainage have not been indicated on the submitted plan.

Future drainage and utility easements or reservations will be required through this property.

Bens Run and tributaries traverse this property. Open stream drainage requires a drainage reservation or easement of sufficient width to cover the flood plain of a 100-year design storm. However, a minimum width of 50 feet is required.

Item #35 (1980-1981)  
 Property Owner: Daniel & Ruth Kim  
 Page 2  
 September 25, 1980

#### Storm Drains: (Cont'd)

The Petitioner must provide necessary drainage facilities (temporary or permanent) to prevent creating any nuisances or damages to adjacent properties, especially by the concentration of surface waters. Correction of any problem which may result, due to improper grading or improper installation of drainage facilities, would be the full responsibility of the Petitioner.

#### Water and Sanitary Sewer:

Public water supply and sanitary sewerage are not available. This property is using and proposes to utilize private onsite water supply and sewage disposal facilities.

This property is within the Baltimore County Metropolitan District, and beyond the Urban-Rural Demarcation Line. Baltimore County Water and Sewerage Plans W and S-168, as amended, indicate "Planned Service" in 11 to 16 years.

Very truly yours,

Ellsworth N. Diver, P.E.  
 Chief, Bureau of Engineering

END:EAM:FWR:es

cc: J. Wimbley  
 J. Trenner  
 J. Somers  
 D. Grise

L-NW Key Sheet  
 15-17 NW 33 & 34 Pos. Sheets  
 NW 4 & 5 1 Topo  
 87 Tax Map



BALTIMORE COUNTY  
 OFFICE OF PLANNING & ZONING  
 TOWSON, MARYLAND 21204  
 494-3211

NORMAN GERBER  
 DIRECTOR

September 18, 1980

Mr. William Hammond, Zoning Commissioner  
 Zoning Advisory Committee  
 Office of Planning and Zoning  
 Baltimore County Office Building  
 Towson, Maryland 21204

Dear Mr. Hammond:

Comments on Item #35, Zoning Advisory Committee Meeting, August 12, 1980, are as follows:

Property Owner: Daniel and Ruth Kim  
 Location: side Ridge Road 2400' S of Old Court Road  
 Acres: 55.68 acres  
 District: 2nd

This office has reviewed the subject petition and offers the following comments. These comments are not intended to indicate the appropriateness of the zoning in question, but are to assure that all parties are made aware of plans or problems with regard to development plans that may have a bearing on this petition.

If the property is to be subdivided, the owner must comply with the Baltimore County Subdivision Regulations.

Very truly yours,

John L. Wimbley  
 Planner III  
 Current Planning and Development



Baltimore County  
 Department of Traffic Engineering  
 TOWSON, MARYLAND 21204  
 301-494-3550

STEPHENE COLLINS  
 DIRECTOR

September 3, 1980

Mr. William Hammond  
 Zoning Commissioner  
 County Office Building  
 Towson, Maryland 21204

Item No. 35 - ZAC - August 12, 1980  
 Property Owner: Daniel & Ruth Kim  
 Location: E/S Ridge Road 2400' S. of Old Court Rd.  
 Existing Zoning: R-C 3  
 Proposed Zoning: Special Hearing requesting that the Oldong Montessori School should be considered as a school and not a Day Care Center.

Acres: 55.68  
 District: 2nd

Dear Mr. Hammond:

Should this request for a school be granted, improvements to the entrance and driveway will be required.

Very truly yours,

Michael S. Flanagan  
 Engineer Associate II

MSF/hmd



BALTIMORE COUNTY  
 DEPARTMENT OF HEALTH  
 TOWSON, MARYLAND 21204

DONALD J. ROOP, M.D., M.P.H.  
 DEPUTY STATE & COUNTY HEALTH OFFICER

October 1, 1980

Mr. William R. Hammond, Zoning Commissioner  
 Office of Planning and Zoning  
 County Office Building  
 Towson, Maryland 21204

Dear Mr. Hammond:

Comments on Item #35, Zoning Advisory Committee meeting of August 12, 1980, are as follows:

Property Owner: Daniel & Ruth Kim  
 Location: E/S Ridge Road 2400' S. of Old Court Road  
 Existing Zoning: R-C 3  
 Proposed Zoning: Special Hearing requesting that the Oldong Montessori School should be considered as a school and not a Day Care Center  
 Acres: 55.68  
 District: 2nd

The existing school is served by a drilled well and sewage disposal system which appears to be functioning properly. The well is located in a concrete pit. The cover on the pit is in poor physical condition and should be replaced so as to exclude the possibility of surface water entering the well pit. The well head, however, is in good physical condition. A bacteriological water sample was collected on August 20, 1980, verifying the potability of the water supply.

Soil percolation tests have been conducted for the proposed new private school building. The proposed sewage disposal system for the new school will not be located in the same location as shown on the plan dated October 31, 1978, but rather to the rear of the proposed buildings.

All requirements of the Maryland State Department of Health and Baltimore County Department of Health pertaining to private water and/or sewerage systems must be complied with prior to approval of the building application for the proposed school.

Prior to approval for a nursery school, owner or applicant must comply with all Baltimore County Regulations. For more complete information, contact the Division of Maternal and Child Health, Baltimore County Department of Health.



- protected from the traffic areas. Current Maryland standards for newly constructed public elementary schools recommend a site of ten acres plus one acre for each one hundred pupils.
- C. Every school should have a long-range plan for the optimal use of buildings and site in the event of future expansion or a change in its purpose or objectives.
- D. Before building, buying, renting, or renovating, schools should seek the advice and counsel of the State Department of Education.

#### 912:35 FINANCES

- A. Assets—The assets of the school shall be sufficient to permit the achievement of its purpose, philosophy, and objectives. They shall be administered in a sound, efficient manner.
- B. Operating Funds—The operating income of the school shall be sufficiently stable to make possible sound fiscal operation. The fee structure shall be clearly stated and internally consistent.
- C. Refund Policy—There shall be a clearly written statement of policy with regard to refunds.
- D. Auditing Practices—There shall be an annual audit of the school's accounts by an external agency.
- E. Insurance—The school should maintain adequate insurance protection.
- F. Salaries and Benefits—Salaries shall be maintained at levels which make it possible for the school to employ qualified staff members and to encourage their retention as relatively long-term employees. There should be adequate provision for their welfare, including provisions which encourage continued professional growth, protect staff members in case of accidents and illness, and assure satisfactory retirement benefits for full-time employees.

#### 912:37 HEALTH, FIRE AND SAFETY, AND ZONING

- A. Compliance—For initial and continued approval, all schools shall comply with appropriate State and local regulations governing fire and safety, health, and zoning. Approval of a school shall be considered only if the appropriate authorities report that conditions at the school satisfy the requirements of the respective authority.
- B. Health
1. All schools shall be inspected by the local health authorities and must comply with applicable State and local health regulations pertaining to physical facilities, tuberculin tests for workers in schools, and immunization required of pupils in schools.
  2. No person having tuberculosis in a communicable stage shall be permitted to work in any capacity in any school. At the time of initial employment and on an annual basis thereafter, each employee must furnish evidence to the school administration that he is free of tuberculosis in a communicable state.
- C. Fire and Safety
1. Prior to approval and annually thereafter, the school shall be inspected by the Office of the State Fire Marshal or, in Baltimore City, the Board of Fire Commissioners.

2. Schools shall conduct a fire drill at least once every month during operation. Adequate records of such drills shall be maintained.
  3. Before building, renovating, buying, or renting a facility, the school should contact the Office of the State Fire Marshal for advice and counsel regarding fire and safety regulations governing educational facilities. No facility can be occupied by pupils until there is full compliance with the provisions of the State Fire Prevention Code.
- D. Zoning—Prior to approval, the school must provide evidence to the State Department of Education that it has complied with the local zoning regulations.

#### 912:38 TRANSPORTATION

- A. All vehicles used to transport pupils shall meet school bus or passenger vehicle specifications, licensing, and inspection requirements as prescribed by law, Article 66½ of the Annotated Code of Maryland; Bylaw 531.1, "Standard Rules and Regulations Governing Pupil Transportation for the State of Maryland," Code of Bylaws of the Maryland State Board of Education; and "Rules and Regulations, Book No. 4, Transportation of School Children," Motor Vehicle Administration, July 15, 1971.
- B. All drivers of vehicles transporting pupils shall comply fully with the provisions of the laws of Maryland which are applicable to such drivers.

#### 912:39 DEFINITIONS

- A. "School" as used in these standards shall be construed to mean any individual, partnership, cooperative, group, or corporation offering instruction in any specific place or places used primarily for instruction purposes, to which pupils come in groups; or any individual, partnership, cooperative, group, or corporation representing itself in such a manner as to connote the offering of a program of elementary school work.
- B. "Elementary School" as used in these standards shall be construed to mean a school operated under nonpublic auspices enrolling pupils in any combination of grades one to six. Grades seven and eight shall also be considered elementary grades if the school terminates its level of instruction with either of these grades. In schools not organized by grades, the "elementary school" shall be construed to mean a school providing instruction in the studies usually taught in grades one to eight to pupils of the ages of those who are usually enrolled in these grades.
- C. "Instruction" as used in these standards shall be construed to mean any method or procedure used to impart knowledge or develop skills.
- D. "Class" as used in these standards shall be construed to mean a group of pupils scheduled to report regularly at a particular time to a particular teacher.
- E. "Advertisement" as used in these standards shall be construed to mean any statement of the school given to the public in writing or otherwise, through any media which is intended to induce any person to seek admission to or otherwise engage in any contract of admission to the school.
- F. "Pupil" as used in these standards shall be construed to mean an individual for whom instruction is provided.

#### DEPARTMENT OF EDUCATION

(b) **Methods, Techniques, and Procedures.** The teachers shall employ methods, techniques, and procedures designed to meet the interests and needs of each pupil according to his particular stage of growth and development.

(c) **Evaluation.** The school shall show evidence of continuous evaluation of content, methods, and procedures of its programs in light of recent professional research and experimentation.

#### (d) Materials and Equipment.

(1) Materials and equipment of good quality shall be provided in sufficient variety and quantity to carry out the philosophy, purpose, and objectives of the school and to meet the needs of the pupils enrolled.

(2) The media collection shall include items to foster sensory and perceptual development; to stimulate creative activities and imaginative play; and to promote healthy physical growth and development. The items shall be designed to contribute individually and collectively to building basic concepts in the areas of language arts, math, social studies, science, art, and music.

(3) Materials and equipment shall be appropriately organized for use by pupils. Arrangement in the classroom shall be determined by the purpose and objectives of the activity; the number of pupils involved; and the size of the room. It is important that the room arrangement allow for free and uninhibited movement.

(4) The collection shall include such items as books, pictures, unit and hollow blocks with accessories, easels, a photograph and musical instruments, woodworking equipment, water play materials, pets, plants, and permanent and movable outdoor equipment, child-size furnishings such as a stove, sink, refrigerator, doll-beds with dolls, and a full-length mirror.

(5) All materials and equipment shall be kept in safe and usable condition.

#### (7) Administration.

(a) **School Calendar.** A school calendar shall be developed annually before the opening of school, and shall show the dates for the opening and closing of the school, holidays, vacations, and other pertinent events or activities in the school's schedule for the year.

(b) **School Day.** The length of the school day shall be appropriate to the needs of the pupils and to the purpose and objectives of the

#### NONPUBLIC NURSERY SCHOOLS AND KINDERGARTENS

school. The daily schedule shall provide reasonable periods for work, meals, and relaxation.

(c) **Admission Requirements.** There shall be a clearly written admissions policy. A child under 24 months of age may not be admitted to a school without prior approval of the State Department of Education.

#### (d) Records.

(1) Every school shall establish and maintain permanent and complete cumulative records and reports for each pupil enrolled. These records shall be kept current and on file in the schools. Schools may want to use the State Educational Records and Report Series: Handbook V, *Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education* published by U.S. Government Printing Office, as a guide for items of information used in keeping records about pupils. Forms designed by the State Department of Education for use in the public schools for maintaining cumulative and permanent records are recommended.

#### (2) Records on pupils shall include the following:

(i) Personal identification: full legal name, sex, date of birth, and place of birth.

(ii) Family and residence: names of parents or guardians; residence address and telephone number of pupil and parents or guardians; and name, address, residence and business telephone of persons to be notified in case of emergency.

(iii) Physical health: results of vision and hearing tests; physical impairments; records of diseases and illnesses; immunizations; pupil's physician; and any specific instruction for medical treatment, such as allergic reactions to bee stings, penicillin.

(iv) Standardized tests: if standardized tests are taken, complete information on each test taken by the pupil shall be recorded.

(v) Enrollment: date entered and grade or level, number of days each pupil is present, the primary cause for each absence for pupils within the compulsory attendance ages (absence from school within the compulsory attendance ages shall be considered lawful under the conditions set forth in COMAR 13.07.02.01A), and the date of withdrawal with reason if known.

#### 10.05.01.08 DEPARTMENT OF HEALTH AND MENTAL HYGIENE

centers conducted in separate locations, even though under the same management.

#### .08 Exemptions.

Exemptions as provided in Regulations .18B and .50C are intended solely for the benefit of those centers licensed before the effective date of the December 1, 1971 regulations, and are not intended for, nor may they apply to, their successors and assigns. Any additions and changes to centers which are affected by Regulations .18B and .50C shall meet current Regulations.

#### .09 Assigned Capacity of Center.

The number of children cared for at any one time in any center shall be determined according to criteria established in these regulations affecting space, staff, equipment, and age of children enrolled.

#### .10 Suspension and Revocation of License.

A. For licensee's failure to comply with these regulations, a license may be revoked or suspended by the Secretary after a hearing.

B. For serious or repeated violations of any of the requirements of these regulations, or for interference with the local health officer in the performance of his duties, a license may be permanently revoked after an opportunity for a hearing has been provided by the Secretary. Before this action, the Secretary or the local health officer shall notify the licensee in writing, setting out the reasons for the action and advising the licensee that his license shall be permanently revoked at the end of 5 days following service of the notice, unless the licensee files with the Secretary a written request for a hearing within the 5-day period.

C. For other causes that seriously threaten the health, welfare, and security of the children, the Secretary or the local health officer will petition the courts for an injunction to forbid further operation of a center during the period before the public hearing as set forth in Article 43, §712(b), Annotated Code of Maryland.

#### .11 Title Appeals.

Any person aggrieved by a refusal to issue a license, by a revocation or suspension of a license, or by any other action of a local health officer or the Secretary of Health and Mental Hygiene may file a written appeal as provided by Article 41, §§251-254 and 206B, Annotated Code of Maryland.

#### DAY CARE SERVICES

#### 10.05.01.15

#### .12 Admission Policies.

A. **Minimum Age.** A child under 24 months old may not be admitted to a center without prior approval of the local health officer. The licensee shall be responsible for applying for prior approval.

B. **Admission of Children Requiring Special Care.** A child with a mental or physical condition requiring special care may not be admitted to a center without prior approval from the local health officer. The licensee shall be responsible for applying for prior approval.

#### .13 Location of Center.

A center shall be serviced by a good road, which is kept passable when the center is in operation, and shall be accessible to emergency vehicles.

#### .14 Communication.

There shall be at least one free, accessible telephone (not a pay station or locked telephone) in the building, and additional telephones or extensions that may be required, to summon help promptly in case of fire or other emergencies.

#### .15 Building.

A. A building to be used for a center shall be of sound construction, and shall be maintained in good repair.

B. All interior paint and exterior paint that is accessible to children shall have a lead content of not more than 0.5 percent lead by weight in the dried paint film.

C. **Ventilation.** Ventilation by natural or mechanical means shall be provided and approved.

D. A basement room located entirely below ground level may not be used for the care of children.

E. A basement room having the uppermost 3 feet of the required clear inside height above the outside ground level may be used, provided that:

- (1) Clear inside height is at least 7 feet and 6 inches;
- (2) The heating system keeps the floor warm;
- (3) There is no indication of dampness;
- (4) The room meets the requirements for ventilation as stated in these regulations;
- (5) The room meets the State and local fire codes.

- G. "Teacher:" as used in these standards shall be construed to mean a person who meets the minimum requirements for a teacher as described in these standards and who is employed by the school on a full time or part time basis for the purpose of teaching. The term "teacher" shall not be applied officially to persons who do not meet the minimum requirements.
- H. "Supportive Personnel:" as used in these standards shall be construed to mean a person who meets the minimum requirements for supportive personnel as described in these standards and who is employed by the school on a full time or part time basis. Professional job titles, such as librarian, counselor, or nurse, shall not be applied officially to individuals who do not meet the minimum requirements for their assignment.

#### 912:311 CERTIFICATES OF APPROVAL

- A. Issuance — An individual or a partnership, group, cooperative, or corporation, henceforth known as applicant, applying for a certificate of approval to operate a school shall furnish such information as the State Superintendent of Schools or his designated agent shall deem necessary and proper and in the manner and on forms prescribed by him.
1. Applicants should contact the State Department of Education at least six months prior to the date they plan to open a school.
  2. Applicants shall submit all required information to the State Department of Education at least six weeks prior to the date they plan to open a school.
  3. Applicants shall be granted authorization to open a school when the State Superintendent of Schools or his designated agent is satisfied that the provisions of the statutes, standards, rules, and regulations governing schools can be met. A school cannot begin operation until such authorization has been granted by the State Superintendent of Schools or his designated agent.
  4. Applicants may be granted tentative approval by the State Superintendent of Schools or his designated agent to operate a school for periods of one year or more pending the issuance of a certificate of approval.
  5. Applicants shall be issued a certificate of approval when the State Superintendent of Schools is satisfied that the provisions of the statutes, standards, rules, and regulations governing schools have been met.
- B. Conditions and Limitations
1. Certificates of approval shall be issued to the individual, partnership, group, cooperative, or corporation in whom ultimate authority for governing and operating the school is vested.
  2. The certificate of approval shall be limited to the individual, partnership, group, cooperative, or corporation, location, classification, and name of the school as specified thereon. Schools shall report to the State Superintendent of Schools or his designated agent any change in fact recorded on the certificate of approval within thirty days of its occurrence.
  3. The certificate of approval shall be valid until revoked or declared null and void by the State Superintendent of Schools.

4. The certificate of approval shall not be sold, transferred, or pledged.
  5. The certificate of approval shall be posted in a conspicuous place on the premises to which it applies.
  6. Schools issued a certificate of approval shall be open for inspection by the State Superintendent of Schools or his designated agent at all reasonable times.
  7. Schools issued a certificate of approval shall be required to furnish such information and reports from time to time as the State Superintendent of Schools shall deem necessary and proper and in the manner and on forms prescribed by him.
- C. Revocation — Certificates of approval issued to elementary schools shall be revoked by the State Superintendent of Schools in the manner prescribed in Article 77, Section 12, Annotated Code of Maryland, when the school willfully violates any provision of the statutes, standards, rules, or regulations governing such schools; or when the conditions are such that the school should be closed.
- D. Nullification — Certificates of Approval issued to nonpublic elementary schools shall become null and void when there is any change in fact recorded thereon or when the school ceases operation. When either of the above conditions occurs, the school shall notify the State Superintendent of Schools or his designated agent within thirty days of its occurrence.

#### DEPARTMENT OF EDUCATION

(vi) Performance: final reports received by a pupil; information about the progress of a pupil in a grade or in an ungraded situation during a given regular school term. When a pupil withdraws from the school for any reason, original or true and legible copies of this information shall be provided by the school when requested by the parents or guardians, another school, or an employer.

(3) Records on administrative, teaching, and supportive personnel shall be kept and shall include:

- (i) Copies of the Personnel Record Blank prescribed and provided by the State Department of Education;
- (ii) Attendance records;
- (iii) Dates of employment and resignation; and
- (iv) Annual reports of tuberculin tests or chest x-rays.

#### (e) Public Relations.

(1) There shall be evidence that the purpose, philosophy, and objectives of the school have been disseminated and interpreted to the constituent community. Members of the school staff and parents should be kept informed on pertinent school matters.

(2) Parents shall have adequate opportunity to confer with the staff of the school. Meetings with parents shall be initiated and arranged by the school.

(3) All official pronouncements (catalogues, brochures, bulletins, advertisements, and reports) concerning the school shall be strictly accurate. Official pronouncements may not be erroneous or misleading, either by actual statement, omission, or intimation.

(4) A school which represents itself as a Montessori school shall clearly state to its constituent community whether its operation is primarily based on standards established by the American Montessori Society or the Association Montessori International.

(f) Annual Report. Each school shall report annually, on or before October 15, to the State Department of Education on forms prescribed by the Department.

#### (8) Physical Facilities and Equipment.

##### (a) Buildings and Grounds.

(i) The school's purpose, philosophy, and objectives shall determine the nature of the school's facilities. The school buildings

#### NONPUBLIC NURSERY SCHOOLS AND KINDERGARTENS

shall be designed to insure flexibility in meeting needs of changing curricula, organizational patterns, school population, and efficiency of maintenance.

(ii) The school buildings shall be designed for adequate provision for thermal, visual, acoustical, and spatial environment aesthetically treated. In general the buildings, site, equipment, and playground shall attempt to meet the minimum standards acceptable for public kindergartens and nursery schools.

(iii) In case of new construction, sufficient acreage shall be secured to provide a proper setting for the building, service roads, and play area. Play areas shall be large enough to accommodate individual and group activities; shall be easily accessible; and shall be protected from traffic areas.

(iv) Every school should have a long range plan for optimal use of buildings and site in the event of future expansion or a change in its purpose or objectives.

(v) Before building, buying, renting, or renovating, schools should seek the advice and counsel of the State Department of Education.

##### (b) Furnishings.

(i) Furnishings scaled to the pupils' size shall be provided in sufficient quantity.

(ii) Provision shall be made for low open storage of each pupil's clothing and small possessions, work materials, and equipment. If hooks are used for hanging clothing, they shall be at the proper height for the pupil's independent use. For safety they shall be protected by an overhanging shelf. Closed storage space shall be provided for the teacher's materials and supplies.

##### (c) Space.

(i) Provision for sufficient indoor space is essential in schools for younger children. Consideration shall be given to such things as the ages, number, health, and safety of the pupils enrolled; the organization, use, and kinds of materials and equipment; and the nature and purpose of the particular activity in which the pupils are engaged. Adequate space shall be available to enable the pupil to work independently and in groups and to move about freely without being crowded; to provide for varied and functional organization and use of different kinds of materials and equipment; and to allow for the many different activities which occur in nursery school and

#### 10.05.01.16 DEPARTMENT OF HEALTH AND MENTAL HYGIENE

##### .16 Playground.

Each center shall have an outdoor playground providing ample play space that is free from hazards. The playground shall be appropriately equipped and readily accessible to the center. The outdoor play area shall be fenced when deemed necessary by the local health officer.

##### .17 Fire Control.

A. Provisions shall be made for required fire control equipment and fire escapes in case of fire or other emergency.

B. The building shall conform to State and local fire codes. A plan for evacuation approved by the State or local fire marshal shall be maintained, and posted in each area of the center designated by a fire marshal.

C. Orientation of children and staff in case of fire or other emergency shall be conducted.

##### .18 Space.

A. Square Footage. At least 35 square feet of usable floor space shall be provided for each child, exclusive of corridors, kitchens, bathrooms, offices, isolation rooms or areas, storage space, and permanent sleeping space. Required space may include non-fixed children's chairs, tables, and play equipment.

B. In centers licensed before December 1, 1971, at least 30 square feet of usable floor space shall be provided for each child, subject to the conditions stated in §A, above.

##### .19 Safety.

A. Stairways and hallways shall be kept free of obstructions and shall be well lighted.

B. Petroleum and flammable products shall be stored in an approved manner.

C. Drugs, cleaning agents, and poisonous products shall be stored apart from food and out of reach of children and shall only be used in a manner as to insure safety of children.

D. Only approved pesticides may be used. Pesticides shall be stored out of reach of children, apart from food, and apart from cleaning agents.

#### DAY CARE SERVICES

10.05.01.21

##### .20 Swimming and Wading Safety.

A. When the depth of water in pools, lakes or any body of water available to children for swimming exceeds 1½ feet, the licensee shall be responsible for the presence of a lifeguard holding an American Red Cross Advanced Life Safety certificate or a YMCA Senior Life Saver. During the swimming activity, this qualified lifeguard shall be at water side and may not be included in the required staff child ratio.

B. Additional supervision in excess of the required staff child ratio will be required when need is determined as a result of the ages and height of the children, the nature of the body of water, the children's ability to swim and their knowledge of water safety.

C. When the water is over a child's chest and the child cannot swim, a 1 to 1 staff child ratio shall be maintained in the water.

D. When a wading area 1½ feet or less in depth is available to children, there shall be continuous supervision by staff. The water shall be clean or be kept clean by approved sanitizing methods or by emptying and cleaning as necessary.

##### 21 Sanitary Facilities.

A. Drinking Water. Drinking water shall be easily accessible to the children and shall be provided by an angle-jet drinking fountain with mouthguard, by a running water supply with individual single service drinking cups, or other approved methods and sources. One drinking water facility shall be available for each 40 children or less. The facility may not be located in a toilet room.

B. Toilet and Washbowl. At least one toilet and one washbowl shall be provided for each fifteen, or fraction of that number of, children. The washbowl shall be near each toilet, and shall be equipped with hot and cold running water. Toilet seats shall be the open-front type. The fixtures shall be of a height that they may be used by the children without assistance. Children may use platforms to reach fixtures providing the platforms are safe and kept in sanitary condition. The floor in each toilet room shall have a water-resistant, non-absorbent finish, and the walls shall be smoothly finished with a hard surface. Each toilet room shall be equipped with approved natural or mechanical ventilation.

C. Supplies. Individual paper towels, a trash receptacle, soap, and toilet paper shall be provided at all times, and shall be placed within



Pursuant to the advertisement, posting of property, and public hearing on the Petition and it appearing that by reason of the following finding of facts that:

1. The definition of a school is "an institution for teaching children" (Websters Third New International Dictionary, 1976).
2. A school offers "instruction in any specific place or places used primarily for instructional purposes... Instruction means any method or procedure used to impart knowledge or develop skills... In a school which represents itself as a Montessori school, the teachers shall have earned a bachelor's degree from an accredited institution and a Montessori diploma..." (Department of Education, Code of Maryland Regulations, 13.09.01.02B).
3. Testimony indicated and evidence in the form of a pamphlet on The Odong Ridge Montessori states "Montessori is both a philosophy and a system of education" and refers to educational philosophy, classrooms, teaching materials, learning, and specific areas of study (Petitioners' Exhibit 1a). A curriculum guide for ages two to nine covers language arts, math, practical life, primary science, sensorial, social studies, biology, art, and music (Petitioners' Exhibit 1b).
4. Testimony indicated that The Odong Ridge Montessori School emphasizes learning and does not provide organized physical day care and protection as the primary purpose; there is an organized system, method, and procedures of instruction provided by teachers with bachelor's degrees and Montessori training; the curriculum guide lists activities and objectives and provides for planning and evaluation; and the school provides 2½ to 3½ hour sessions for students and generally follows the public school calendar.

and, therefore,

IT IS ORDERED this 9th day of December, 1980, that the Odong Ridge Montessori School is considered to be a school, not a day care center, and, as such, should be GRANTED the right to continue from and after the date of this Order, subject, however, to the following:

1. The correct zoning (R.C.3) and the present and proposed grades and number of teachers shall be indicated on the site plan.
2. A revised site plan, incorporating the above, shall be submitted to and approved by the Department of Public Works, the Department of Traffic Engineering, the Health Department, the Fire Department, and the Office of Planning and Zoning.

*Jan M.H. Jung*  
Deputy Zoning Commissioner of Baltimore County

## BALTIMORE COUNTY PUBLIC SCHOOLS

Robert Y. Dubel, Superintendent

Towson, Maryland - 21204

Date: August 12, 1980

Mr. William E. Hammond  
Zoning Commissioner  
Baltimore County Office Building  
1111 West Chesapeake Avenue  
Towson, Maryland 21204

Z.A.C. Meeting of: August 12, 1980

RE: Item No: 31, 32, 33, 34, 35,  
Property Owner:  
Location:  
Present Zoning:  
Proposed Zoning:

District:  
No. Acres:

Dear Mr. Hammond:

All of the above have no bearing on student population.

Very truly yours,  
*Nick Petrovich*  
Mr. Nick Petrovich, Assistant  
Department of Planning

WNP/bp

Mr. William R. Hammond

- 2 -

October 1, 1980

If a food service facility is proposed, complete plans and specifications must be submitted to the Plans Review Section, Environmental Support Services, Baltimore County Department of Health, for review and approval prior to construction.

Very truly yours,

*Jan J. Forrest*  
Jan J. Forrest, Director  
BUREAU OF ENVIRONMENTAL SERVICES

LJE/zw

cc: Mr. Irwin L. Snyder  
Mrs. Jessie A. Butcher

RE: PETITION FOR SPECIAL HEARING : BEFORE THE ZONING COMMISSIONER  
E/S of Ridge Rd., 2400' : OF BALTIMORE COUNTY  
S of Old Court Rd., 2nd District  
DANIEL KIM, et ux, Petitioners : Case No. 81-82-SPH

\*\*\*\*\*

### ORDER TO ENTER APPEARANCE

Mr. Commissioners:

Pursuant to the authority contained in Section 524.1 of the Baltimore County Charter, I hereby enter my appearance in this proceeding. You are requested to notify me of any hearing date or dates which may be now or hereafter designated therefore, and of the passage of any preliminary or final Order in connection therewith.

*Peter Max Zimmerman*  
Peter Max Zimmerman  
Deputy People's Counsel

*John W. Hession, III*  
John W. Hession, III  
People's Counsel for Baltimore County  
Rm. 223, Court House  
Towson, Maryland 21204  
494-2182

I HEREBY CERTIFY on this 30th day of September, 1980, that a copy of the foregoing Order was mailed to Mr. and Mrs. Daniel Kim, 614 Reservoir Street, Baltimore, Maryland 21211, Petitioners.

*John W. Hession, III*  
John W. Hession, III

BALTIMORE COUNTY  
FIRE DEPARTMENT  
TOWSON, MARYLAND 21204  
825-7310

SAL H. RENCKE  
CHIEF

September 1, 1980

Mr. William Hammond  
Zoning Commissioner  
Office of Planning and Zoning  
Baltimore County Office Building  
Towson, Maryland 21204

Attention: Nick Comodari, Chairman  
Zoning Plans Advisory Committee

Re: Property Owner: Daniel & Ruth Kim

Location: E/S Ridge Road 2400' S. of Old Court Road

Item No: 35 Zoning Agenda: Meeting of 8/12/80

Gentlemen:

Pursuant to your request, the referenced property has been surveyed by this Bureau and the comments below marked with an "X" are applicable and required to be corrected or incorporated into the final plans for the property.

- ( ) 1. Fire hydrants for the referenced property are required and shall be located at intervals or                      feet along an approved road in accordance with Baltimore County Standards as published by the Department of Public Works.
- (X) 2. A second means of vehicle access is required for the site.
- ( ) 3. The vehicle dead end condition shown at                      EXCEEDS the maximum allowed by the Fire Department.
- ( ) 4. The site shall be made to comply with all applicable parts of the Fire Prevention Code prior to occupancy or beginning of operations.
- (X) 5. The buildings and structures existing or proposed on the site shall comply with all applicable requirements of the National Fire Protection Association Standard No. 101 "Life Safety Code", 1976 Edition prior to occupancy.
- ( ) 6. Site plans are approved as drawn.
- ( ) 7. The Fire Prevention Bureau has no comments, at this time.

REVIEWER *Art Deane* Noted and Approved: *George M. Wagonet*  
Planning Group Fire Prevention Bureau  
Special Inspection Division

## BALTIMORE COUNTY, MARYLAND

### INTER-OFFICE CORRESPONDENCE

TO: Mr. W. E. Hammond, Zoning Commissioner  
FROM: Norman B. Gerber, Director  
SUBJECT: Petition No. 81-82-SPH Item 35

Date: Sept. 1st, 1980

Petition for Special Hearing  
E/S of Ridge Rd., 2400' S of Old Court Rd.  
Towson, Maryland 21204

Second District

HEARING: Thursday, October 16, 1980 (10:00 A.M.)

There are no comprehensive planning factors requiring comment on this petition.

*Norman B. Gerber*  
Norman B. Gerber, Director  
Planning and Zoning

MBG:JGH:ab

BALTIMORE COUNTY  
DEPARTMENT OF PERMITS & LICENSES  
TOWSON, MARYLAND 21204  
494-3610

TED ZAJACK JR.  
DIRECTOR

August 22, 1980

Mr. William E. Hammond, Zoning Commissioner  
Office of Planning and Zoning  
County Office Building  
Towson, Maryland 21204

Dear Mr. Hammond:

Comments on Item #35 Zoning Advisory Committee Meeting, August 12, 1980 are as follows:

Property Owner: Daniel & Ruth Kim  
Location: E/S Ridge Road 2400' S of Old Court Road  
Existing Zoning: R.C. 3  
Proposed Zoning: Special Hearing requesting that the Odong Ridge Montessori School should be considered as a school and not a Day Care Center.

Acres: 25.68  
District: 2nd

The items checked below are applicable:

- X A. All structures shall conform to the Baltimore County Building Code 1978, the State of Maryland Code for the Handicapped and Aged, and other applicable Codes.
- X B. A building/                      permit shall be required before beginning construction.
- C. Residential: Three sets of construction drawings are required to file a permit application. Architect/Engineer seal is/is not required.
- X D. Commercial: Three sets of construction drawings with a Maryland Registered Architect or Engineer shall be required to file a permit application.
- E. In wood frame construction an exterior wall erected within 6' 0" of an adjacent lot line shall be of one hour fire resistive construction; no openings permitted within 3' 0" of lot line. A minimum 8" masonry firewall is required if construction is on the lot line.
- F. Requested variance conflicts with the Baltimore County Building Code, Section's                     .
- G. A change of occupancy shall be applied for, along with an alteration permit application, and three required sets of drawings indicating how the structure will meet the code requirements for the proposed change. Drawings may require a professional seal.
- H. Before this office can comment on the above structure, please have the owner, thru the services of a Registered in Maryland Architect or Engineer certify to this office that the structure for which a proposed change in use is proposed can comply with the height/area requirements of Table 305 and the required construction classification of Table 211.
- X I. Comments: Sections 207.0 and 207.0 will be used to determine the occupancy of the structure to satisfy other Building Code requirements.

NOTE: These comments reflect only on the information provided by the drawing submitted to the office of Planning and Zoning and are not intended to be construed as the full extent of any permit. If desired additional information may be obtained by visiting Room #122 (Plans Review) at 111 West Chesapeake Ave., Towson.

Very truly yours,  
*Charles E. Burnham*  
Charles E. Burnham, Chief  
Plans Review

CEB:rrj

September 17, 1980

Mr. & Mrs. Daniel Kim  
614 Reservoir Street  
Baltimore, Maryland 21211

### NOTICE OF HEARING

RE: Petition for Special Hearing - E/S Ridge Rd., 2400' S of Old Court Road - Case No. 81-82-SPH

TIME: 10:00 A.M.

DATE: Thursday, October 16, 1980

PLACE: ROOM 106 COUNTY OFFICE BUILDING, 111 W. CHESAPEAKE AVENUE,

TOWSON, MARYLAND

cc: Mr. & Mrs. Gilbert D. Cooke  
6222 Falls Road  
Baltimore, Maryland 21209

kindergarten programs. It is difficult to specify adequate space requirements in all situations; however, it is recommended that for each pupil there be at least 35 square feet of floor space in the indoor classroom, exclusive of storage and lavatory space. Specific space requirements are included in other State or local regulations affecting schools. Schools shall comply with those applicable fire, health, and zoning regulations as specified in §B(10).

(ii) Outdoor space is as important as indoor space and should be considered as an extension of the indoor classroom. Provision for adequate space for vigorous outdoor activities shall be made. It is recommended that there be at least 200 square feet of outdoor space for each pupil using the space at one time.

(iii) The outdoor space shall be enclosed, free of hazards, well-drained, and easily accessible to toilet facilities and indoor space.

#### (9) Finances.

(a) **Assets.** The assets of the school shall be sufficient to achieve its purpose, philosophy, and objectives. The assets shall be administered in a sound, efficient manner.

(b) **Operating Funds.** The operating income of the school shall be sufficiently stable to make possible sound fiscal operation. The fee structure shall be clearly stated and internally consistent.

(c) **Refund Policy.** There shall be a clearly written statement of policy regarding refunds.

(d) **Auditing Practices.** There shall be an annual audit of the school's accounts by an external agency.

(e) **Insurance.** The school should maintain adequate insurance protection.

(f) **Salaries and Benefits.** Salaries shall be maintained at levels which make it possible for the school to employ qualified staff members and to encourage their retention as relatively long-term employees. There should be adequate provision for their welfare, including provisions which encourage continued professional growth, protect staff members in case of accidents and illness, and assure satisfactory retirement benefits for full-time employees.

#### (10) Health, Fire and Safety, and Zoning.

(a) **Compliance.** For initial and continued approval, all schools shall comply with appropriate State and local regulations governing

fire and safety, health, and zoning. Approval of a school shall be considered only if the appropriate authorities report that conditions at the school satisfy the requirements of the respective authority.

#### (b) Health.

(1) All schools shall be inspected by the local health authorities and shall comply with applicable State and local health regulations pertaining to physical facilities, tuberculin tests for workers in schools, and immunization required of pupils in schools.

(2) A person having tuberculosis in a communicable stage may not be permitted to work in any capacity in any school. At the time of initial employment and on an annual basis after that, each employee shall furnish evidence to the school administration that he is free of tuberculosis in a communicable state.

(3) Because the child's first 5 years of life are a period of dynamic growth, it is important that a program of sound health practices be implemented.

(a) The staff shall be responsible for observing all pupils for signs of illness throughout the day. They should see that a sick child is cared for as promptly as possible. Pupils who are obviously sick and those suspected of being ill should be removed from the group and placed in relative isolation but close to adults, until it is possible for them to be taken home.

(b) There shall be adequate first aid supplies for common accidents and at least one staff member should have completed a course in first aid.

(c) Each pupil shall be served a mid-session nourishment.

(d) Rest should be considered a natural and pleasant part of the daily activity for the young child. For pupils attending a full day session, time shall be provided for a nap or rest.

#### (c) Fire and Safety.

(1) Prior to approval and annually thereafter, the school shall be inspected by the Office of the State Fire Marshall or, in Baltimore City, the Board of Fire Commissioners.

(2) Schools shall conduct a fire drill at least once every month during operation. Adequate records of these drills shall be maintained.

(3) Before building, renovating, buying, or renting a facility, the school should contact the Office of the State Fire Marshall for advice

the reach of the children. Drinking cups, towels, face cloths, brushes, or combs may not be used in common.

D. **Soiled Linen.** All soiled reusable diapers and clothing shall be immediately rinsed in water and put in a covered receptacle. All soiled disposable diapers shall be disposed of in an approved manner.

E. **General Cleaning.** The entire center including floors, walls, ceilings, and all furnishings and equipment shall be kept clean. General cleaning shall be conducted regularly, including daily sweeping, dusting, and wet mopping throughout the center. Cleaning may not be conducted while rooms are occupied by the children, with the exception of clean-up activities which are part of the daily program or in emergencies.

#### .22 Sanitation.

A. **Sewage Disposal.** Sewage disposal shall comply with regulations promulgated by the Secretary of Health and Mental Hygiene.

B. **Water Supply.** The water supply system shall comply with regulations promulgated by the Secretary of Health and Mental Hygiene. The water shall be safe and sanitary.

C. **Plumbing.** All plumbing and plumbing fixtures shall conform to all applicable State and local codes.

D. **Garbage and Refuse.** Garbage and refuse shall be stored and disposed of in an approved manner.

E. **Swimming or Bathing Facilities.** Any swimming or bathing facilities used by any center shall conform to sanitary standards prescribed by the Department of Health and Mental Hygiene in COMAR 10.17.04 Public Swimming Pools and Bathing Beaches.

#### .23 Heating Units.

A. Heating units shall meet the State and local fire codes, and shall be adequate to maintain an even temperature of between 68°F (20°C) and 70°F (21°C) at floor level when the outside temperature is 0°F (-18°C).

B. Portable space heaters are prohibited.

C. Chimneys, flues, and pipes connected with the heating system shall be checked and cleaned annually, and shall be maintained in proper operating condition at all times.

D. All steam pipes shall be covered with insulating materials approved under all applicable codes.

E. The fuel supply shall be handled according to the regulations of the State and local fire codes. If coal is used, ashes shall be stored in fireproof containers pending disposal.

#### .24 Gas and Electric Appliances.

A. All gas appliances shall be connected by approved methods.

B. All unused gas connections shall be removed or properly capped in an approved manner.

C. All wiring shall conform to applicable electrical codes.

D. All open electrical sockets shall be capped or plugged.

#### .25 Lighting.

A. Each room used for children's activities shall be provided with illumination of at least 20 footcandles at play surfaces and at least 10 footcandles on all stairways and corridors. Natural lighting shall be supplemented by artificial lighting to obtain the required illumination.

B. Glare shall be kept to a minimum by:

(1) Providing shades at all windows exposed to direct sunlight;

(2) Using lighting fixtures designed so that bare lamps or tubes are shielded at normal viewing angles.

#### .26 Insects and Rodents.

All buildings used for day care shall be maintained free of insects and rodents. Approved control measures shall be maintained to prevent rodent and insect infestation.

#### .27 Food Service Equipment.

Food service equipment is acceptable providing it can be sanitized, is in good repair, is capable of normal operation, is capable of being maintained in a condition so that it can be easily cleaned, and is not conducive to the harboring of insects and rodents.

#### .28 Refrigerators.

All refrigerators shall be operated at or below 45°F (7°C) and provided with an indicating thermometer graduated at 2°F-intervals (1°C). All frozen food storage units shall be capable of maintaining a temperature of 0°F (-18°C) or less.

DEPARTMENT OF EDUCATION

and counsel regarding fire and safety regulations governing educational facilities. A facility can not be occupied by pupils until there is full compliance with the provisions of the State Fire Prevention Code.

(d) **Zoning.** Prior to approval, the school shall provide evidence to the State Department of Education that it has complied with the local zoning regulations.

(11) **Transportation.**

(a) All vehicles used to transport pupils shall meet school bus or passenger vehicle specifications, licensing, and inspection requirements as prescribed by law, Article 66½ of the Annotated Code of Maryland; COMAR 13.05.03.01A, "Standard Rules and Regulations Governing Pupil Transportation for the State of Maryland,"; and "Rules and Regulations, Book No. 4, Transportation of School Children," Motor Vehicle Administration, July 15, 1971.

(b) All drivers of vehicles transporting pupils shall comply fully with the provisions of the laws of Maryland which are applicable to these drivers.

10.05.01.29 DEPARTMENT OF HEALTH AND MENTAL HYGIENE

**.29 Surfaces.**

A. Food contact surfaces shall be nontoxic, smooth, in good repair, and free of breaks, open seams, cracks, pits, and similar imperfections.

B. Soft solder of high lead content is toxic and may not be used on food contact surfaces. If hard solder is used, it shall be composed of safe materials and be corrosion resistant.

C. Cast iron is acceptable material for a cooking surface.

D. Enamelware and cracked or chipped enamel may not be used.

E. Non-food contact surfaces of equipment shall be of such material and in good repair so as to be easily maintained in a clean and sanitary condition.

**.30 Food Preparation Areas.**

A. Handwashing facilities shall be provided in or near each food preparation area, and shall be accessible at all times. Food preparation and utensil-washing sinks may not be used for handwashing.

B. Mechanical ventilation shall be provided when routine cleaning does not eliminate condensation or greasy film.

C. All areas of food preparation, utensil washing, and food storage shall have a minimum lighting of 20 footcandles.

**.31 Food Sources.**

A. All food, milk, and other beverages shall be safe, pure, and free from spoilage and contamination.

B. Only pasteurized fluid milk and fluid milk products may be used or served. Dry milk and dry milk products may be reconstituted, if used for cooking purposes only.

C. Food which has been processed in a place other than a commercial food processing establishment may not be used. Party cakes or similar foods, which are not potentially hazardous, are exempted.

D. Home canned foods may not be used.

E. The following shall be promptly destroyed:

(1) All spoiled fruits, vegetables, or other foods;

(2) Refrozen foods;

(3) Frozen potentially hazardous foods thawed and held above 55°F (13°C);

DAY CARE SERVICES

10.05.01.32

(4) Swelled, rusty, or leaky canned foods;

(5) Foods exposed to fire, smoke, or water damage.

**.32 Food Protection.**

A. All food, while being stored, prepared, transported, displayed, or served shall be protected against all contamination.

B. Dry Storage.

(1) An adequate food storage area shall be cool, well ventilated, well lighted, and equipped with easily cleanable shelving.

(2) Covered bins or vermin-proof containers shall be used for the storage of dry foods.

(3) All foods shall be stored off the floor at a height to facilitate cleaning.

(4) Food may not be stored below overhead waste lines unless these lines have been installed as required by the State Plumbing Regulations and local plumbing codes.

(5) Poisonous and toxic materials, including cleaning and sanitizing agents, shall be stored separate from food and out of reach of children. Pesticides and cleaning compounds shall be stored separately. All containers of poisonous materials shall be clearly labeled as to nature and content.

C. Controlled Temperature Storage. Adequate storage for both hot and cold foods shall be provided. All potentially hazardous food shall be refrigerated at or below 45°F (7°C). Potentially hazardous food to be stored or displayed hot shall be kept at 140°F (60°C) or above. Frozen food shall be kept at or below 0°F (-18°C).

D. Preparation.

(1) All raw fruits and vegetables shall be washed thoroughly before being served or cooked.

(2) Frozen processed foods and previously cooked refrigerated foods, intended to be served hot, shall be heated rapidly to a minimum internal temperature of 165°F (74°C).

(3) All pork and pork products shall be thoroughly cooked to heat all parts of the meat to at least 150°F (66°C).

(4) All poultry and poultry products shall be cooked to at least 165°F (74°C) throughout.

(5) A metal stem type cooking thermometer shall be provided.

E. Service. Food once served at the table may not be re-served except that wrapped food (other than potentially hazardous food) which is still wholesome and is still in the original wrapping, may be re-served.

F. Meals from Home. Individual meals brought from home shall be handled and stored in keeping with all the food protection regulations stated above.

G. Pets or other animals shall be restricted in a manner that will not contaminate food or food contact surfaces.

### .33 Utensils and Equipment Cleanliness.

All utensils and equipment used for the preparation and service of food and beverages shall be cleaned, sanitized, air dried, and stored in an approved manner.

### .34 Single Service Articles.

Single service articles shall be constructed of nontoxic materials and shall be stored, handled, and dispensed in a manner to protect them from contamination. Single service articles shall be used only once.

### .35 Personnel Health and Hygiene.

A. Any person engaged in food service activities shall meet the requirements of the Health Program Affecting Staff, Regulation .38.

B. Any person engaged in food service activities shall practice good hygiene in personal habits, in handling food, beverages, utensils, and equipment.

### .36 Children's Cooking Projects.

Projects in which children prepare food shall be supervised and shall be compatible with the safety and health practices set forth in these regulations.

### .37 Nutrition and Food Service.

#### A. Nutrition and Food Service.

(1) A variety of foods and snacks which appeal to children and which meet children's daily nutritional needs shall be planned and provided. Meals and snacks shall be served at intervals of not more than 3 hours apart. Meals and snacks shall be planned as supplements to one another.

### (2) Nutritional Needs.

If child is at a center for:	He should receive at least:	And receive no less than the following part of his daily nutritional needs:
Less than 4 hours	1 snack	$\frac{1}{4}$ (10%)
4-7 Hours	1 meal and 1 snack	$\frac{3}{4}$ (35%)
More than 7 hours	1 meal and 2 snacks	$\frac{1}{2}$ (50%)
	or	
	2 meals and 1 snack	$\frac{5}{8}$ (60%)

B. Current menus for all meals and snacks served shall be posted in a conspicuous place and made available to parents on request. Menus shall be planned at least 1 week in advance. Menus for meals served shall be kept on file for a 4-week period.

C. Children shall be served in a manner commensurate with their age, using appropriate dishes and eating utensils.

D. Meals to fulfill the needs of modified diets required for children with medical conditions may be provided by the center or brought from home when a written diet-prescription, signed by a physician, and a copy of the modified diet are included in the child's health record. This child shall be included in all food-related learning and social activities.

### .38 Health Program Affecting Staff.

A. Pre-employment Medical Examination. Each staff member shall have a pre-employment medical examination including a tuberculin skin test and, if positive or otherwise indicated, a chest X-ray, and furnish certification that he is free of tuberculosis in a communicable stage. The report of the examination shall include the physician's statement that the individual is physically able to perform the duties for which he is employed.

B. Tuberculosis Examination. Each adult in a center who comes in contact with the children shall furnish certification, annually, unless waived by the Secretary or designee, that he is free of tuberculosis in a communicable stage. This certification shall be based on results of specific tests. The types of tests and the intervals between these tests shall be prescribed by the local health officer and shall conform to standards of the Department of Health and Mental Hygiene. The report on each examination shall be submitted promptly to the local health officer and returned to the person in charge of the day-care center.



C. Health Information. Each director, staff member, volunteer, substitute, participating parent, and member of the household who is in contact with the children enrolled in the center, shall upon request furnish information, permit examination, or X-ray, and submit laboratory specimens as the local health officer may require for the purpose of determining freedom from disease or condition hazardous to the children.

D. Communicable Disease. Personnel in centers with evidence of communicable disease in a communicable stage may not be permitted to work at the center during the period of communicability.

E. Handwashing. Staff members shall wash hands thoroughly with soap and running water after handling wet or soiled diapers and clothing, after toileting children, after handling pets, and before handling food.

### .39 Health Program Affecting Children.

A. Medical Examination. No child under 6 years old shall be admitted without a written report of medical examination completed within 3 months before admission to a center unless a report has been submitted on a previous admission within 1 year. The local health officer may require that the report include certification that each child is free of tuberculosis in a communicable form. This certification shall conform to standards of the Department of Health and Mental Hygiene. The report shall be made on a standardized form supplied or approved by the Department of Health and Mental Hygiene.

B. Daily Health Observation. The staff shall be responsible for observing each child daily for signs and symptoms of illness.

C. Handwashing. Children shall wash hands with soap and running water after toileting, before meals and snacks, before preparation of food, and after handling pets.

D. Isolation. Temporary isolation in a suitably equipped separate area, within sight and hearing of an adult, shall be provided for a child showing signs or symptoms of illness. Parents, guardians, or other designated persons shall be contacted immediately.

E. Exclusion for Communicable Disease. A child having a diagnosed communicable disease or signs and symptoms of a communicable disease may not remain in or return to a center until the child is well, and the Department of Health and Mental Hygiene Recommendations for Control and Prevention of Some Communicable Disease have been met.

F. Readmission after Illness. Absence from the center due to illness shall require a parent's written statement or a physician's certificate of freedom from illness before the child is readmitted to the center.

### .40 Immunizations Required Before Admission to a Center.

A. Before a child is admitted to a center, evidence shall be furnished of primary immunizations against diphtheria, tetanus, pertussis, poliomyelitis, measles (rubeola), and German Measles (rubella), in a manner approved by the local health officer and any other immunizations deemed necessary by the Secretary of the Department of Health and Mental Hygiene and in conformance with COMAR 10.06.04 Required Immunizations Before Entry into a Maryland School. The immunization will be in accordance with the current schedule of immunization recommended by the Maryland Steering Committee on Immunization Practices of the Medical and Chirurgical Faculty of Maryland. Exception may be made for a child whose parent or guardian furnishes proof that his child has had a minimum of one dose of DTP or Td (adult) tetanus, diphtheria, poliomyelitis, measles, and rubella vaccine, and continues to furnish written evidence toward the completion of the primary immunization series according to the current recommended schedule of immunization.

B. Medical Contraindication. Immunization requirements may not apply to any child who presents a written statement from a licensed physician or a local health officer indicating that immunization against any or all of the above-mentioned diseases is considered medically contraindicated, detrimental to, or not in the best interest of, the child's health. The statement shall indicate whether the contraindication is permanent or temporary. If temporary, the statement shall provide assurance that the child will receive the immunizations and furnish evidence of their completion.

C. Religious Conflict. Any parent or guardian who presents a written statement of objection to immunizations upon the grounds that they conflict with the tenets or practices of a recognized church or religious denomination of which he is a member, may not be required to present a physician's certificate of immunization. This exception may not apply in case of an emergency or epidemic of disease which is declared by the Secretary of Health and Mental Hygiene.

D. Vaccine Provision. If, for any reason, a parent or guardian is not able to obtain the service of a private physician, he may take his child to the local health department where immunizations will be provided.



**.41 Physician Services.**

A. Every licensee shall select and make an arrangement with a licensed physician, preferably one experienced in the needs and care of young children, to serve as a consultant in matters of medical care. This arrangement may be made with the local health department. The name, address, and telephone number of the consultant physician shall be posted near each telephone.

B. Immediately following the appointment of a physician, the operator of the center shall file with the local health officer the name and address of this physician.

**.42 Reporting.**

The licensee of a center having under his care a child who appears to be affected with a reportable disease or a child who has been exposed or presumably exposed to such a disease shall immediately report the individual to the local health department according to the regulations of the Department of Health and Mental Hygiene relating to communicable diseases.

**.43 First Aid.**

A. Training in basic first-aid emergency procedures approved by the American Red Cross shall be required of directors or designated staff members at intervals of every 3 years. The center shall have in attendance at all times an individual with this training.

B. First aid by staff shall be limited to that necessary to preserve life or prevent further immediate damage, and shall be administered within the boundaries of first-aid training.

C. Every center shall have first-aid supplies as designated by the center's physician or by the local health officer for the treatment of minor injuries.

**.44 Emergency Plan.**

The licensee shall be responsible for instructing the center staff in emergency procedure. For each child, the center shall maintain the following readily accessible written information pertinent to an emergency plan:

- A. Where the parent can be reached;
- B. Where a responsible adult designated by the parents can be reached;
- C. The child's physician and telephone number;

D. A source of emergency health services acceptable to parents with written parental agreement for its use.

**.45 Medication.**

A. Medication may be administered to children in a center only upon the written order of a licensed physician. A Physician's Medication Order Form (DHMH #582) supplied or approved by the Department of Health and Mental Hygiene shall be completed for each medication prescribed.

B. There shall be no stock or patent medication of any kind. All medications shall be properly labeled and shall be stored in locked cabinets.

C. A record of medication dispensed to a child during care shall be recorded on the Child's Personal Record (DHMH #560).

**.46 Injurious Treatment.**

A child may not be subjected to treatment injurious to his physical or emotional health by a staff member.

**.47 Child Abuse.**

All staff are required to report cases and suspected cases of child abuse to the local law enforcement agency or the department of social services in the jurisdiction of licensure according to Article 27, §35A, Annotated Code of Maryland.

**.48 Rest Periods.**

A. Provisions shall be made for periods of rest appropriate to the age and activity of each child.

B. Individual cots and bedding shall be provided for each child under 6 when time spent at the center exceeds 4 hours.

C. Cots provided for children's naps shall be placed not less than 3 feet apart if located head to head, or not less than 1½ feet apart if the head and foot of the cots are alternated. Double decker beds may not be used.

**.49 Parents and Guardians.**

Parents and guardians of children enrolled shall be provided with a copy of this chapter of regulations.

**.50 Staff in Centers Serving Children 2 to 6 Years Old.**

A. Qualifications of Personnel. The licensee of each center shall

**.41 Physician Services.**

A. Every licensee shall select and make an arrangement with a licensed physician, preferably one experienced in the needs and care of young children, to serve as a consultant in matters of medical care. This arrangement may be made with the local health department. The name, address, and telephone number of the consultant physician shall be posted near each telephone.

B. Immediately following the appointment of a physician, the operator of the center shall file with the local health officer the name and address of this physician.

**.42 Reporting.**

The licensee of a center having under his care a child who appears to be affected with a reportable disease or a child who has been exposed or presumably exposed to such a disease shall immediately report the individual to the local health department according to the regulations of the Department of Health and Mental Hygiene relating to communicable diseases.

**.43 First Aid.**

A. Training in basic first-aid emergency procedures approved by the American Red Cross shall be required of directors or designated staff members at intervals of every 3 years. The center shall have in attendance at all times an individual with this training.

B. First aid by staff shall be limited to that necessary to preserve life or prevent further immediate damage, and shall be administered within the boundaries of first-aid training.

C. Every center shall have first-aid supplies as designated by the center's physician or by the local health officer for the treatment of minor injuries.

**.44 Emergency Plan.**

The licensee shall be responsible for instructing the center staff in emergency procedure. For each child, the center shall maintain the following readily accessible written information pertinent to an emergency plan:

- A. Where the parent can be reached;
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- C. The child's physician and telephone number;

D. A source of emergency health services acceptable to parents with written parental agreement for its use.

**.45 Medication.**

A. Medication may be administered to children in a center only upon the written order of a licensed physician. A Physician's Medication Order Form (DHMH #582) supplied or approved by the Department of Health and Mental Hygiene shall be completed for each medication prescribed.

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**.49 Parents and Guardians.**

Parents and guardians of children enrolled shall be provided with a copy of this chapter of regulations.

**.50 Staff in Centers Serving Children 2 to 6 Years Old.**

A. Qualifications of Personnel. The licensee of each center shall

provide for staff with qualifications as stated in these regulations to provide adequate service and supervision at all times. Information on all new staff members shall be reported on or before employment to the local health department.

B. Director. The licensee shall make provision for a director to be present in each center for the purpose of planning and supervising the children's program. This director shall have responsibility for one center and shall be available to staff, parents, and children.

C. In centers licensed before December 1, 1971, directors and senior staff members hired before that date and continuously employed in the same center shall be at least 21 years old. In addition, they shall meet the following qualifications:

(1) They shall have completed at least 64 classroom hours in early childhood curriculum and child development specifically directed to the needs of children, 2 to 6 years old;

(2) They shall indicate continued training.

D. In centers licensed before December 1, 1971, if at any time a new director is assigned or employed, this individual shall meet the qualifications as stated in Regulations .51, .52, or .53.

E. In centers licensed after December 1, 1971, the qualifications of the director shall depend upon the number of children for which the center is licensed.

#### **.51 Centers for 5 to 20 Children.**

Directors in centers licensed for 5 to 20 children shall meet all of the following requirements:

A. They shall be at least 21 years old;

B. They shall have graduated from high school, or shall have obtained an approved certificate of high school equivalence, or shall have successfully completed courses for credit in an accredited institution of higher learning;

C. They shall have completed at least 64 classroom hours in early childhood curriculum and child development specifically directed to the needs of children, 2 to 6 years old;

D. They shall have had 1 year of experience under supervision working with a group of children in a licensed early childhood program;

E. As a final requirement, they shall either indicate continued

training or have been awarded the Child Development Associate Credential from the Child Development Associate Consortium.

#### **.52 Centers for 21 to 40 Children.**

Directors in centers licensed for 21 to 40 children shall meet all of the following requirements:

A. They shall be at least 21 years old;

B. They shall have achieved a minimum of 2 years of college credit from an accredited college or university;

C. They shall have completed at least 64 classroom hours in early childhood curriculum and child development specifically directed to the needs of children, 2 to 6 years old;

D. They shall have had 2 years of experience under supervision working with a group of children in a licensed early childhood program;

E. They shall either indicate continued training or shall have been awarded the Child Development Associate Credential from the Child Development Associate Consortium.

#### **.53 Centers for More Than 40 Children.**

Directors in centers licensed for more than 40 children shall meet all of the following requirements:

A. Be at least 21 years old;

B. Be a graduate of an accredited 4 year college or university;

C. Have had 2 years of teaching experience under supervision working with a group of children in a licensed early childhood program and shall have demonstrated ability to work with parents and other adults in the community;

D. Have completed 64 classroom hours in early childhood curriculum and child development specifically directed to the needs of children, 2 to 6 years old;

E. They shall either indicate continued training or shall have been awarded the Child Development Associate Credential from the Child Development Associate Consortium.

#### **.54 Senior Staff Members.**

Senior staff members in charge of single groups, working under the supervision of a director, shall meet all of the following requirements:



MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Triangular Box (continued) Triangles with black lines on opposite sides. Each gray equal to half of yellow isos. oblique angle triangles with black lines on two equal sides. Each is equal to 1/3 of the gray triangle. Four small red equilateral triangles; one with black lines on all sides, one with black lines on one side and one with black lines on one quarter of the gray triangle.	Begin 4	equilateral triangles.	of the gray one in order to demonstrate their identity.
Small hexagonal box : Six small gray equilateral triangles with black lines on two sides. Two red triangles with black lines on two sides. Three green equilateral triangles; two with black lines on one side and one with black lines on two sides.	4	To show the composition of a hexagon	Child competently forms hexagon. Child notices that three rhombi and two trapezoids form a hexagon, as well as six equilateral triangles. Some older children will want to draw pictures of their constructions.
Large hexagonal box : (isos. obtuse angle)	4	To demonstrate that figures may be built with isos, obtuse angle triangles which are 1/3 of the equilateral triangle.	Child experiments with material and easily builds hexagon. Often demonstrates material for younger classmates.

MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Large hexagonal Box (continued) Two red with black lines along the side opposite of the obtuse angle. Two gray triangles with black lines along one of the sides. Six isos. obtuse angle triangles with black lines on two sides enclosing obtuse angle, three with black lines opposite obtuse angle. One large equilateral triangle with black lines on all sides.	4	Also serves as preparation for later learning in geometry.	See preceding page
Surrounded Geometric Figures (Sets of figures of various colors which will inscribe within each other, e.g. squares, hexagons, triangles, circles, rectangles, rhombi)	3 1/2-4 1/2	To allow child to design with a variety of easily movable and colorful geometric figures. Helps child learn the relationships between figures. Learns meaning of words concentric and inscribed.	Child experiments and/or designs. Will tell teacher and classmates when figures are concentric or inscribed.
Geometric Solids : (Different solid geometric forms, i.e. sphere, cone, cylinder, cube, rectangular pyramid, a set of wooden tablets which have the same base as the rectilinear solids or the same shape as a vertical	3 1/2-up	To help the child become aware of the solid geometric shapes which surround him/her. Also, to provide an opportunity for teaching the names of those shapes.	Child enjoys handling the "solids" and sometimes joins with friends in games in which they take turns wearing blindfold and identifying the solids by feel, without looking at them.

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MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Geometric Solids (continued) cross-section of the curvilinear solids. Two baskets and one attractive cloth.)	2 1/2-up	See preceding page	See preceding page
Mystery Bag : (An attractive bag, its contents being a number of heterogeneous things, no matter what--the more surprising the better. For example, key, marble, pinecone, stone, walnut, piece of wood, candle, ball of yarn, etc.) Contents should be changed occasionally. Also, included is a blindfold.)	3-6	To aid in the development of the child's tactile sense and the ability to visualize mentally.	Child learns names of objects in bag with or without blindfold and enjoys identifying them for himself or others. Older children may write labels for the contents.
Touch Boards (Four Rectangular Boards): A. Board divided into two equal squares, one covered with rough sandpaper, the other covered with smooth paper. B. Board divided into nine narrow partitions, alternately smooth and rough. C. Board divided into nine narrow partitions, graded in rough surfaces.	2 1/2-3 1/2	Direct aim: to develop the tactile sense. Give opportunity for learning the muscular control necessary for touching the surfaces lightly. Indirect aim: Preparation for writing.	Child repeats the stroking of the boards on his own several times because he or she enjoys being able to recognize the different sensations produced by the differing grades of sandpaper.

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MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Touch Boards (continued) D. Board divided into nine narrow partitions (graded in smooth surfaces.)	2 1/2-3 1/2	See preceding page	See preceding page
Touch Tablets (A box containing six pairs of tablets, varying in size and shape. They can be made of cardboard, equal in size and thickness and covered with different textures or leather, paper or sandpaper. If possible the color of the surface of each pair should differ somewhat from that of the other pairs.)	2 1/2-3 1/2	As above	Wearing a blindfold, the child matches each tablet with its pair.
Fabric (Two sets of pairs of different qualities of materials. One set is finer and more delicate and silkier than the other, which is of rougher and thicker materials. All the pieces are of the same size and there are two identical pieces of each kind of material. Each piece is a 6 inch square. One is printed, a blindfold. Each group is kept in an attractive box.)	2 1/2-3 1/2	To furnish the child with the opportunity of refining the sense of touch. Also, to increase child's vocabulary by teaching him/her names of fabrics.	Wearing a blindfold, the child matches the fabric squares. S/he is also, able to tell the names of the fabrics in the exercise.

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MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Solid Cylinders (Four blocks containing ten cylinders with knobs, each fitting into its respective hole & differing in dimension)	2 1/2-3	To aid child in the visual discrimination of dimension	Child becomes able to remove knobbed cylinders randomly, mix them up and return them w/o error to the appropriate hole.
Pink Tower (Ten cubes, pink in color, differing in length, width and height. Their sizes grow progressively in the algebraical series of the third power)	2 1/2-3	As above and further to develop controlled hand movements	Child builds tower perfectly, i.e. each cube is just smaller than the one below it.
Broad Slab (Ten prisms of the same length, brown in color, differing in breadth and height)	2 1/2-3 1/2	Same as two preceding two materials	Child arranges stair appropriately
Red Rods (Ten rods, differing in one respect: length.)	2 1/2-3 1/2	Help child develop visual discrimination	Child carries rods carefully and arranges them in a pattern of increasing length.
Knobless Cylinders (Four boxes each containing a set of cylinders in the dimensions of the four solid cylinder blocks) (the cylinders and boxes are color-coded.)	4-5	To help child arrive at a clearer idea about dimensions and their interplay.	Child can arrange two or more sets of cylinders in a descending or ascending pattern and compare verbally their pattern of variation.

MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Color Tablets (1. A box containing six tablets of light wood, round with colored silk or enamel--one pair each of the three primary colors: red, blue & yellow.) (2. A box containing 22 tablets, one pair of each: red, orange, yellow, green, blue, violet, indigo, brown, grey, brown, black and white.) (3. One box with nine compartments, each containing seven tablets in gradations of each of the above colors.)	2 1/2-6-7	Direct aim - sensorial exposure to the world of color; development of the chromatic sense. Indirect aim - Preparation for the use of color in artistic endeavor.	Child learns to pair the tablets accurately in the beginning and is able to name the colors. Later, child is able to arrange tablets in order beginning with most light and proceeding to most light.
Geometric Cabinet (A wooden cabinet with six drawers, each containing six squares of wood. Each wooden square has a figure cut out, with a knob in the center by which to hold it. When the cut out figure is lifted, the blue background of the drawer shows the shape of the cut-out. First drawer: 6 circles, 16 each of 1/2 diameter from 1/2 to 1 1/2 inches. Second drawer: 6 variations of rectangles, beginning with the square and each a little smaller than the preceding.	2 1/2-5	To help child discriminate shapes both visually and tactilely. It also serves as an indirect preparation for geometry.	Child verbally identifies shapes accurately and can associate appropriately the cutout shape with the cards on which the shape is drawn.

2

MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Geometric Cabinet (continued) Third drawer: Different types of triangles: equilateral, isosceles, right, different regular polygons. Fourth & Fifth drawers: Shapes such as oval, ellipse, rhombus, etc. Also, includes a demonstration tray containing a circle, square & triangle, the remaining space being filled in with plain wood squares. Three sets of sticks of each different figure, one with thin complete shape filled in, a second set with thick outline of 1 cm., and the third with a thin line outlining the shape.	2 1/2-5	See preceding page	See preceding page
Constructive Triangles (Rectangular Box : Containing 2 yellow isos. right angle triangles with a black line on one of the sides enclosing the right angle; 2 green isos. right angle triangles same size with black lines along the hypotenuse. Three pairs of isosceles right angle triangles; two yellow triangles with the black line on the shortest	Begin 3 1/2	Direct aim: to show that by joining together different triangles, one obtains four-sided figures or other triangles. Indirect aim: To lay a basis for abstraction that all plane geometric figures constructed with straight lines are composed of triangles	Child arranges triangles in first box to form various kinds of figures (i.e. square, other rectangle, four parallelograms and one trapezoid.) Child learns the vocabulary that describes the figures and shares the information with other children.

3

MATERIAL	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Rectangular Box (continued) side enclosing the right angle; 2 yellow isos. right angle triangles with the black line along the longer side enclosing the right angle; two gray triangles with the black line along the hypotenuse; one pair of yellow equilateral triangles with one black line along one of the sides; one red triangle, right angle isosceles shape with the black line at the longer side enclosing the right angle; one red isos. obtuse triangle with the black line along the longest side--both reds are to form a trapezoid--.)	Begin 3 1/2	See preceding page	See preceding page
Ind Rectangular Box : Separate box. Blue squares with no lines, but which are otherwise like the triangles described above.	Begin 4	To demonstrate that lines drawn in an equilateral triangle do not divide it into four equal parts of triangles except for those lines which divide it into quarters and therefore produce smaller	Child puts together the triangles like color and shape and sees the way in which position alters form. The child recognizes and talks about the shapes produced.

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A. Be at least 21 years old;

B. Have graduated from high school or have obtained an approved certificate of high school equivalence, or shall have successfully completed courses for credit in an accredited institution of higher learning;

C. Have completed at least 64 classroom hours in early childhood curriculum and child development beyond high school, which are specifically directed to the needs of children, 2 to 6 years old;

D. Have had 1 year of experience under supervision working with a group of children in a licensed early childhood program or have successfully completed 1 year of study in an accredited institution of higher learning;

E. As a final requirement, they shall either indicate continued training or shall have been awarded the Child Development Associate Credential from the Child Development Associate Consortium.

#### .55 Staff Aides.

Staff aides shall be at least 16 years old and shall work directly under the supervision of a senior staff member. This person may not assume responsibility for a group of children, except on a temporary basis for activities specified by the senior staff member or director, or both. Participation in training opportunities shall be required.

#### .56 Other Personnel.

It shall be the responsibility of the licensee or the director to provide personnel for all duties not involving direct supervision of children in order to maintain the correct staff-child ratio at all times. This means personnel for food preparation and service, housekeeping, transportation, clerical, and other duties.

#### .57 Substitutes.

It shall be the responsibility of the licensee or director to employ substitutes when regular staff members are absent. Every effort shall be made to provide substitutes who meet the qualifications required of the absent staff member particularly in cases where a substitute is needed for longer than a 2-week period.

#### .58 Number of Staff.

A director or other staff member meeting the requirements for senior staff member shall be in attendance at all times. At any time

when only one staff member is present in a center, there shall be an additional adult immediately available at all times.

#### .59 Group Size and Staffing.

There shall be a senior staff member for each single group of children, with aides as needed, in order that the group size and total ratio of children to staff conforms to the following:

A. 2-year Old Children. A group may not exceed 12 children. There shall be a staff-child ratio of one staff member to every six children.

B. 3- and 4-year Old Children. A group may not exceed 20 children. There shall be a staff-child ratio of one staff member to every ten children.

C. 5-year Old Children. A group may not exceed 26 children. There shall be a staff-child ratio of one staff member to every 13 children.

D. Children of mixed ages may be placed in the same group. The size of a mixed group may not exceed 20 children and there shall be a minimum of two staff members. If more than four 2-year old children are placed in a mixed group, one additional staff member shall be required.

#### .60 Staffing Pattern.

When a center is in operation on a full day basis, a staffing pattern shall be submitted to the local health officer for the purpose of determining appropriate staff in relation to the daily schedule and the number and age of children enrolled.

#### .61 Program in Centers Serving Children 2 to 6 Years Old.

A. There shall be a plan for daily activities appropriate to the ages and needs of the children enrolled in the center. A program shall include self-selected and planned activities which foster sound social, intellectual, emotional, and physical growth.

B. The daily activities shall provide alternate active and quiet periods.

C. Children shall be provided with opportunities for individual and small group activities.

D. A variety of activities shall be provided through experiences with language, music, art, science, dramatic play, block play, large and small muscle equipment and materials. There shall be time and opportunities provided for these activities.

E. Outdoor Play. Morning and afternoon periods of outdoor play shall be provided daily for all children, except in extremely inclement weather.

F. Clothing. Sufficient safe and comfortable clothing shall be required for each child for the varied activities of the center, both outdoors and indoors.

G. Snacktime and mealtime shall be planned to provide learning experiences, promote social development, and foster positive attitudes toward food and eating.

#### .62 Equipment for Children 2 to 6 Years Old.

The number of children enrolled in the center shall determine the quantity of equipment. Equipment shall be of a variety, size, and design appropriate to the child's developmental needs. All equipment shall be safely constructed, easy to clean, and if painted, shall have a lead content of no more than 0.5 percent lead by weight in the dried paint film.

#### .63 Play Equipment.

Basic play equipment as follows shall be provided and shall be on open shelves easily accessible for choice by children:

A. Materials for dramatic play, to provide opportunities for activities in the areas of housekeeping, transportation, and community roles;

B. Materials for manipulation, creative play, and experimentation, to provide opportunities with:

(1) Art materials such as paint, clay, chalk, crayons, large sheets of newsprint, construction paper, scissors, paste,

(2) Music and rhythm instruments such as drums, bells, tambourines,

(3) Science and nature materials such as terrarium, seed bed, thermometer, measuring instruments, magnet, magnifying glass,

(4) Natural materials such as sand, water, wood;

C. Unit blocks of regulation size plus block building accessories such as animals, human figures, transportation vehicles;

D. A variety of appropriate books;

E. Games, small manipulative and construction materials, and puzzles in varying degrees of complexity;

F. Equipment, indoors and outdoors, for vigorous play and large muscle development to include:

(1) Climbing apparatus such as jungle gym, sturdy ladders,

(2) Large building blocks,

(3) Balancing apparatus such as saw horses, long and short cleated boards,

(4) Wheel toys such as wagons, tricycles,

(5) Digging area with accessories such as shovels, sifters, trucks, large spoons.

#### .64 Furnishings and Storage.

A. General. The number of children enrolled in the center shall determine the quantity of furnishings and storage space. Equipment and furniture shall be arranged so that small groups of children can move safely and easily from one activity to another according to their interests.

B. Children's furnishings shall be scaled to their size:

(1) Tables and chairs;

(2) Individual cots;

(3) Individual space for children's clothing and possessions.

C. Storage. Storage space shall be provided for:

(1) Play materials on low open shelves accessible to children;

(2) Cots and bedding;

(3) Indoor equipment and supplies not currently in use;

(4) Movable outdoor equipment.

#### .65 Records.

The following records shall be maintained and kept available for inspection:

A. Enrollment. A record of all children currently enrolled in the center with the names, current addresses, and telephone numbers of the parents or guardians of the children shall be maintained in the center.

B. Daily Attendance. A daily record of children in attendance shall be kept. Daily attendance records shall be kept on file for the periods between inspection for licensure.



C. Staff. A list of current staff members, their age, education, experience, and function, plus a pre-employment medical record shall be kept on file in the center. A copy of this list shall be provided to the local health officer. Changes in staff shall be reported in writing immediately as they occur to the local health officer and changes kept current.

D. Menus. A projected weekly menu shall be kept on file. Past weekly menus "as served" shall be kept for a 4-week period.

E. Staffing Pattern. A staffing pattern shall be kept on file indicating staff-child ratio in relation to the daily schedule and the number and ages of children enrolled.

F. Child's Personal Record. Each child's personal record shall be kept on file. This includes:

- (1) Medical certificate;
- (2) Record of immunization;
- (3) Record of illness and accidents;
- (4) Record of medications dispensed to a child during care and modified diet needs;
- (5) Emergency care plan including source of emergency health services and written parental agreement for its use.

G. Fire evacuation plan.

#### .66 Transportation.

The licensee of a center providing direct transportation services shall contact the State Motor Vehicle Administration regarding compliance with COMAR 11.12.05, School Vehicle Operation, and 11.14.02, Safety Standards for Passenger Cars, Light Trucks, Vans, Multi-Purpose Passenger Vehicles, and Type II School Vehicles, of the Motor Vehicle Administration according to Transportation Article, §§11-117, 11-153, 11-154, 11-173, and 11-174, Annotated Code of Maryland.

#### .67 Medical Examination for School-age Children.

A school age child may not be admitted to a center until the parent or guardian has submitted the following information on a standardized form supplied or approved by the Department of Health and Mental Hygiene:

A. Emergency information.

B. A source of emergency health services acceptable to parents with written parental agreement for its use.

C. Parental statement on the health status of the child, noting any known deviations from normal.

D. Parental permission for the school to have the child's health information to the center.

E. Information indicating which school has the child's health and immunization records. In the absence of school health records, a medical examination shall be required and physician's statement shall be filed in the center.

F. When a child has a diagnosed or suspected physical or mental condition, a report of medical examination or a statement by a physician may be requested from the child's parents or guardian by either the director or the local health officer in order for the center to provide adequate care for that child.

#### .68 Directors in Centers Serving School-age Children.

A. All centers serving school-age children shall have a person in charge of planning and supervising the children's program. This individual shall have responsibility for one center.

B. When centers primarily serving children 2 to 6 years old enroll school age children, the director may have responsibility for the dual program.

#### .69 Directors in Centers Serving only Children 6—16 Years Old.

Directors in centers serving only children 6-16 years old shall meet the following requirements:

- A. Be at least 21 years old;
- B. Have graduated from high school or have obtained an approved certificate of high school equivalence, or have been admitted to and successfully completed courses in an institution of higher learning;
- C. Shall have had course work beyond high school in child psychology, child development, school age care, elementary education or recreation, and experience in group work directed to the developmental needs of children ages 6 to 16 years old;
- D. Have demonstrated ability to work with parents and other adults in the community.



### .70 Group Leaders.

A. All centers enrolling school-age children shall have a person in charge of each single group of children who shall hereinafter be referred to as "group leader". This individual shall work under the supervision of the director.

B. A group leader shall meet all of the following requirements:

- (1) Be at least 21 years old;
- (2) Have graduated from high school, or have obtained an approved certificate of high school equivalence, or have been admitted to and successfully completed courses in an institution of higher learning;
- (3) Shall have had courses or experience in group work directed to the developmental needs of children 6 to 16 years old.

### .71 Staff Aide.

A staff aide shall be at least 16 years old and shall work directly under the supervision of a group leader. This person may not assume responsibility for a group of children except on a temporary basis for activities specified by the group leader or director.

### .72 Other Personnel.

It shall be the responsibility of the licensee to provide personnel for all duties not involving direct supervision of children in order to maintain the correct staff child ratio at all times. This means personnel for food preparation and service, housekeeping, transportation, clerical, and other duties.

### .73 Substitutes.

It shall be the responsibility of the licensee to employ substitutes when regular staff members are absent. Every effort shall be made to provide substitutes who meet the qualifications of the absent staff member, particularly in cases where a substitute is needed for longer than a 2-week period.

### .74 Number of Staff.

A director or group leader shall be in attendance at all times. At any time when only one staff member is present in a center, there shall be an additional adult immediately available at all times.

### .75 Group Size and Staffing.

Each group of school-age children shall be limited to 26. There shall be a group leader for each single group of school-age children with an aide as needed to maintain a staff-child ratio of one staff member to 13 children.

### .76 Staffing Pattern.

A staffing pattern shall be submitted to the local health officer for the purpose of determining staff in relation to daily schedule and the number of children enrolled.

### .77 Siblings.

School-age children shall be provided the opportunity to share activities and have communication with younger or older siblings in the center whenever desired and appropriate.

### .78 Program for School-age Children.

The program for school-age children shall include:

- A. Vigorous outdoor play;
- B. Participation in tasks such as cooking, repairing, sewing, carpentry;
- C. Access to creative experiences;
- D. Occasions to explore the community, to take trips, and to participate in appropriate community activities;
- E. Opportunity for children to take responsibility consistent with their ages for planning and carrying out their own activities;
- F. Routines for promoting sound health habits.

### .79 Equipment for School-age Children.

A. Basic play equipment for school-age children commensurate with their developmental level shall be provided and shall be easily accessible for choice by children.

B. Basic play equipment which satisfies children's needs and meets the program requirements of Regulation .78 shall be provided for:

- (1) Vigorous play such as balls, jump ropes, climbing equipment;
- (2) Home-like activities such as cooking, repairing, sewing, carpentry, gardening;



(3) Creative and imaginative experiences with materials such as paint, paper, clay, blocks, musical instruments, props for dramatic play;

(4) Socialization such as table games and toys;

(5) Individual pursuits such as books and projects.

C. The number of school-age children enrolled shall determine the amount of equipment needed.

#### **.80 Inspections.**

A. Centers to be Open for Inspection. Centers functioning within the purview of these regulations or any premises proposed to be operated as centers shall be open to inspection by State or local representatives of, and any agency designated by, the Department of Health and Mental Hygiene.

B. Frequency of Inspections. Centers shall be inspected annually by the State or local representatives of the Department of Health and Mental Hygiene and at other times to investigate the application of the license, upon initial operation to investigate complaints, and at additional and reasonable times as deemed necessary.

C. Records and Reports—Inspection. Licensees shall keep records and make reports as the Department of Health and Mental Hygiene shall prescribe and all records shall be open to inspection by State or local representatives of the Department of Health and Mental Hygiene.

#### **.81 Title Penalty.**

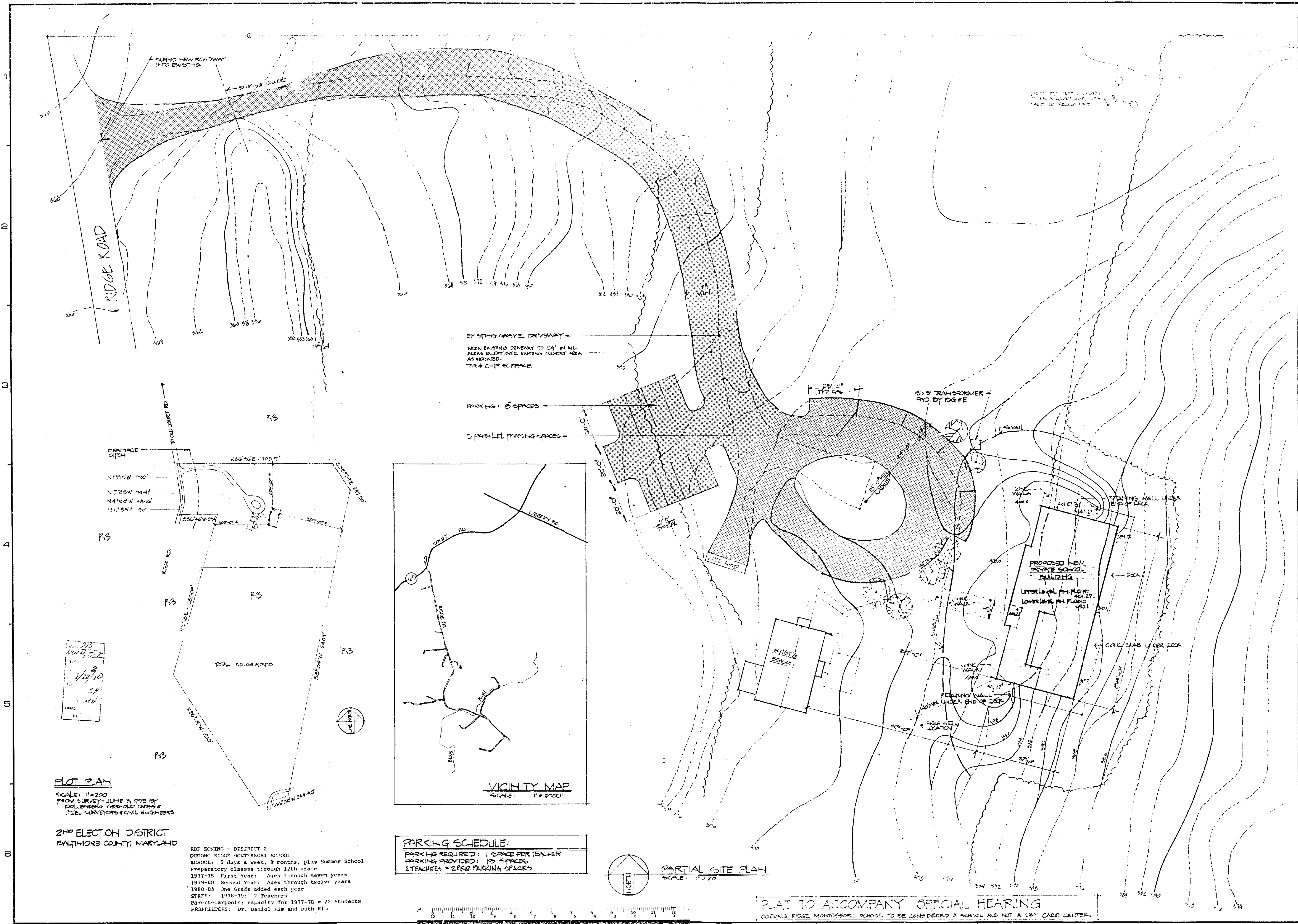
In addition to the penalty as is established by Article 43, §712(b), Annotated Code of Maryland, any person who maintains and operates a group day care center without a license or who violates any provision of the subtitle governing group day care centers or a regulation adopted and promulgated thereunder, if convicted, is guilty of a misdemeanor. Upon conviction, he shall be liable to a fine of not more than \$500 for the first offense and not more than \$1,000 for any subsequent offense, and each day that a group day care center operates illegally after a first conviction shall be considered a separate offense.

#### **Administrative History**

Effective date: December 1, 1971

Regulations .01C,D,E,J,K,M,O,P,Q: .07-.11; and .14B adopted effective April 30, 1975 (2:9 Md. R. 677)

Chapter revised effective June 30, 1978 (5:13 Md. R. 1045)



marks and cook, p.c.  
architects / planners  
219 west joppa road  
baltimore, maryland 21204  
(301) 823-6744

certified

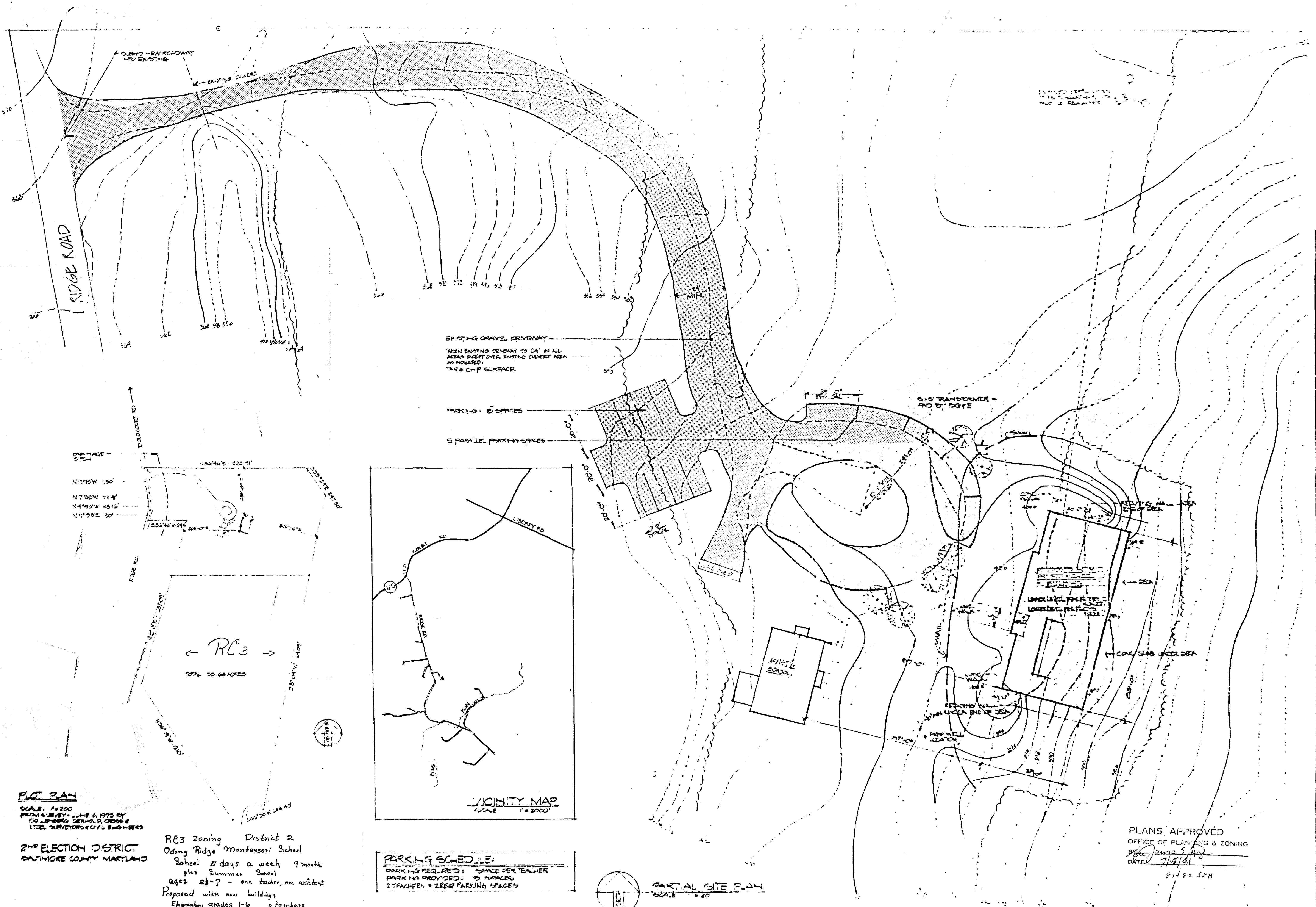
new facilities for the  
**OODONG RIDGE  
MONTESSORI SCHOOL**  
ridge road - baltimore, maryland

sheet title  
SITE PLAN

job no. 717  
drawn GMB HJL  
checked  
date OCT 31, 1975  
revisions AUGUST 1, 1980

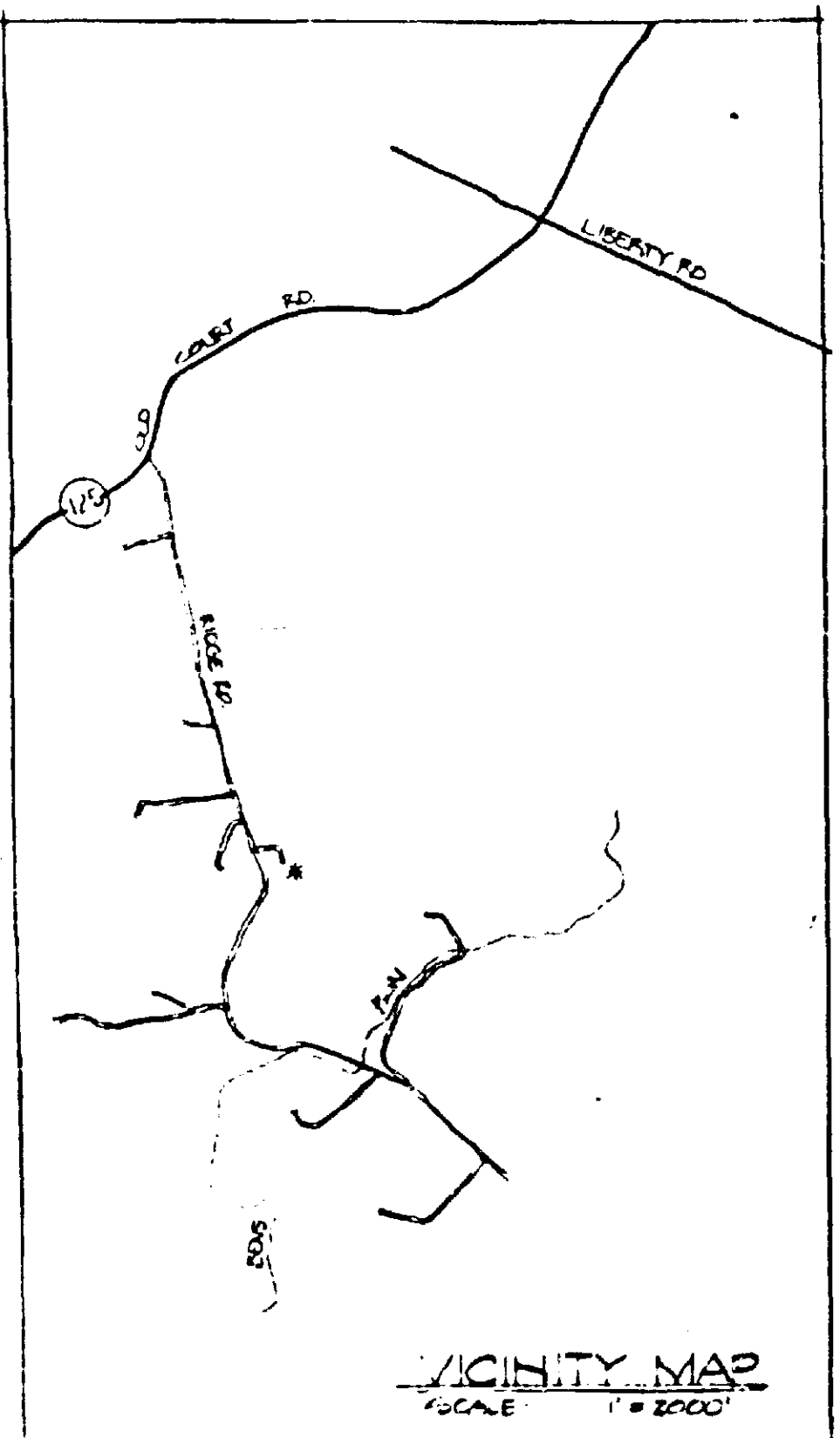
sheet  
**A1**  
of





EXISTING GRAVEL DRIVEWAY -  
 WHEN EXISTING DRIVEWAY TO CA' IN ALL  
 AREAS EXCEPT OVER EXISTING CULVERT AREA  
 AS INDICATED.  
 ARE CHIP SURFACE.

PARKING: 15 SPACES  
 5 PARALLEL PARKING SPACES



**PARKING SCHEDULE:**  
 PARKING REQUIRED: 1 SPACE PER TEACHER  
 PARKING PROVIDED: 15 SPACES  
 2 TEACHERS = 2 REQUIRED PARKING SPACES

**PLC PLAN**  
 SCALE: 1" = 200'  
 PLANNED BY: JUNE 8, 1975 BY  
 COLLEEN G. GORDON  
 1722 SURVEYORS & CIVIL ENGINEERS

**2ND ELECTION DISTRICT**  
 BALTIMORE COUNTY MARYLAND

RC3 Zoning District 2  
 Odong Ridge Montessori School  
 School 5 days a week 9 month  
 plus Summer School  
 ages 2 1/2 - 7 - one teacher, one assistant  
 Proposed with new building:  
 Elementary grades 1-6 2 teachers  
 five more primary (ages 2 1/2 - 7) classes  
 teachers  
 Dr. Daniel Kim Mrs. Ruth Kim

**MICROFILMED**

PLANS APPROVED  
 OFFICE OF PLANNING & ZONING  
 BY: *James S. [Signature]*  
 DATE: 7/5/81  
 81482 SPH

**PLAN TO ACCOMPANY SPECIAL HEARING**

new facilities for the

# ODONG RIDGE MONTESORRI SCHOOL

10000 road Baltimore Maryland

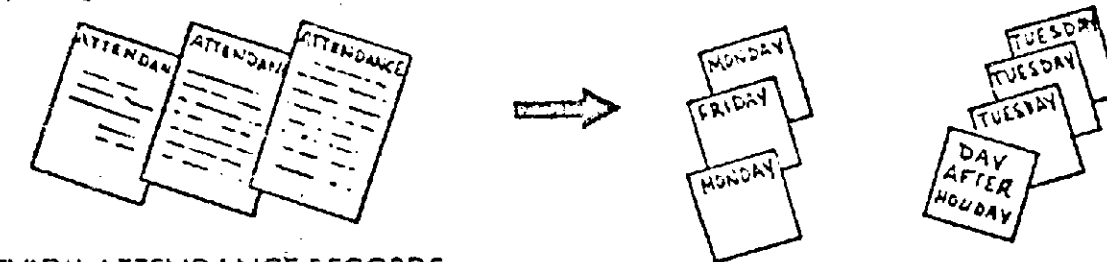
sheet title <b>SITE PLAN</b>	
JOB NO.	100
DRAWN	GMS/ML
CHECKED	
DATE	JUL 22, 1981
REVISIONS	

11

# A SUPERVISOR'S GUIDE TO ABSENCE CONTROL

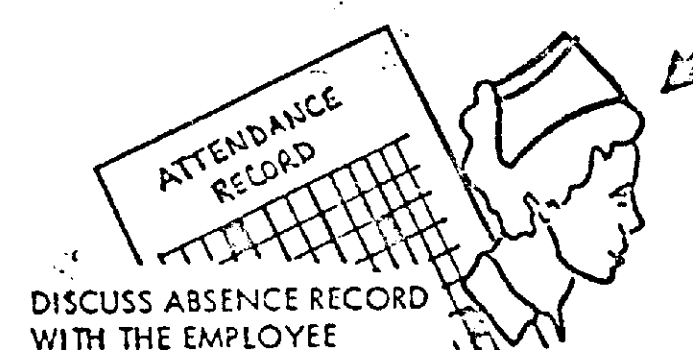
(MEETING THE REQUIREMENTS OF "ABSENCE DUE TO ILLNESS POLICY")

ALWAYS FOLLOW THESE STEPS AND THOSE ATTACHED, WHEN HANDLING ABSENCE PROBLEMS. REMEMBER.....SICK LEAVE ABUSE IS DIFFICULT FOR A SUPERVISOR TO DETERMINE, BUT IF ABUSE IS A POSSIBILITY, THE EMPLOYEE MUST BE GIVEN A CHANCE TO IMPROVE HIS ATTENDANCE.



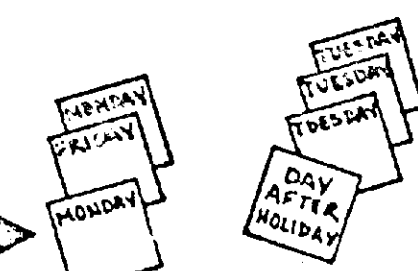
REVIEW ATTENDANCE RECORDS

LOOK FOR HABIT AND PATTERNS....

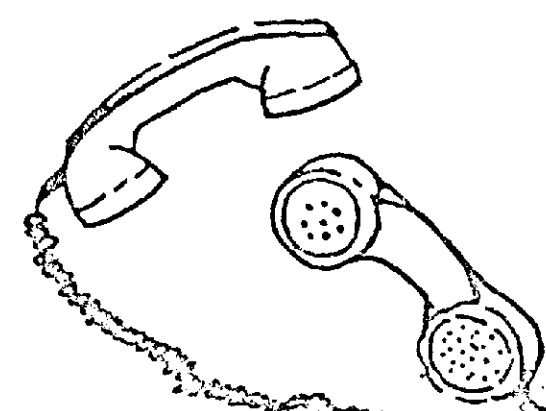


DISCUSS ABSENCE RECORD WITH THE EMPLOYEE

LET THE EMPLOYEE KNOW THAT HE CAN SEEK MEDICAL ADVICE OR VISIT THE EMPLOYEES HEALTH CLINIC AT ANY TIME. MAKE A WRITTEN RECORD OF THE DISCUSSION WITH THE EMPLOYEE.



LOOK FOR IMPROVEMENT ...IF THERE IS NO IMPROVEMENT



CONTACT PERSONNEL FOR ADVICE OR HAVE YOUR AGENCY HEAD CONTACT THE OFFICE OF PERSONNEL

**THEN AND ONLY THEN.....**

YOU MAY CONTACT THE CLINIC AND REQUEST AN EVALUATION.

THE EMPLOYEE MAY BE PUT ON NOTICE AND MUST HAVE A DOCTOR'S SLIP FOR ANY ABSENCE

## TABLE OF CONTENTS

Random and Recurring Absences .....	1
Partial Day Absence .....	3
Employee Absent Five (5) or More Days .....	4
Employee Absent Ten (10) or More Days .....	5

## RANDOM AND RECURRING ABSENCES

(The Frequently Absent Employees)

1. Review monthly Exceptional Absence Reports, noting especially employees who have been on this report for two(2) or three (3) years.
2. Review attendance records. Look for patterns and habits (i.e., every Monday and Friday).
3. Consider the number of times the employee is absent, in addition to the total days absent. If the number of occurrences is high in relation to the total days absent, this could be an indication of abuse.
4. Discuss absence problems with the employee. Notify your agency head and keep a written record of the discussion. Give a copy of this record to the employee.

IF . . . . a medical problem is a possibility . . . . .

1. Contact the Employees Health Services and make an appointment for the employee. Supply the Clinic with all doctor's slips and attendance records prior to the evaluation.
2. Upon completion of the evaluation, the Employees Health Services will send a written report to the supervisor and agency head regarding justification and recommendation.
3. If a medical problem is noted, request guidance from the Employees Health Services and your agency head.

IF . . . . no medical problem appears likely . . . . .

1. Remind employee that his attendance is being closely reviewed and disciplinary steps will be taken if no improvement is noted.
2. Remind the employee that he is free to seek medical advice from the Employees Health Services physician at any time.
3. Continue reviewing the employee's attendance record.

1

## EMPLOYEE ABSENT FIVE (5) OR MORE DAYS

(An Absence on Friday and the following Monday and Tuesday, or an Absence on Thursday, Friday and the following Monday is a five (5) day medical absence.)

1. Make sure that the employee knows that a doctor's certificate is required for a five (5) or more day absence.
2. Request the doctor's certificate when the employee returns.
3. Upon receiving the doctor's certificate, prepare a "Return Authorization" slip.
4. Send the doctor's certificate immediately to the Employees Health Services.
5. Forward the "Return Authorization" slip with the next payroll to the Office of Personnel.

IF . . . . the employee does not have a doctor's certificate . . . . .

1. Notify the employee that he cannot be paid for the absence without a doctor's certificate.
2. Upon receiving the next payroll without the doctor's certificate, the Office of Personnel will notify the agency that the employee will not be paid for the absence.
3. With your agency head, notify the employee that he will not be paid for the absence.

## EMPLOYEE ABSENT TEN (10) OR MORE DAYS (CALENDAR)

1. The supervisor has the responsibility of maintaining contact with an absent employee.
2. If the employee will likely be absent ten (10) or more days, you must contact the employee.
3. Remind the employee that he must have a doctor's certificate and his physician's name and address when he returns to work.
4. As soon as possible, find out when the employee is planning to return to work.
5. Send the employee, with his doctor's certificate, to the Employees Health Services before allowing him to return to duty.
6. The Employees Health Services will issue a "Return Authorization" slip.
7. Request the "Return Authorization" slip immediately when the employee returns to work. The employee CANNOT return to the job without a "Return Authorization" slip from the Employees Health Services.
8. Forward the "Return Authorization" slip with the next payroll.
9. If at any time you feel an employee will be unable to return to his present job and/or a retirement may be necessary, advise the Employees Health Services and arrange for a conference regarding the arrangement of possible benefits available to him.

2

## PARTIAL DAY ABSENCE

IF . . . . an employee is sick and wants to leave for the day, or comes in late and asks to be marked sick, you may request that the employee visit the Employees Health Services . . . . .

1. Before asking an employee to go to the Employees Health Services Clinic, consider the employee's past absence habits, or consider if the employee may be helped at the Clinic.

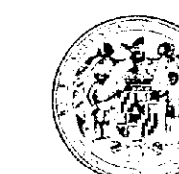
Does the employee often miss part of a day?

Is the employee an absence problem?

2. If the Clinic excuses the employee, the employee will be given a "Return Authorization" slip.
3. When notified by the Clinic, mark the employee sick on the payroll.
4. When the employee returns to work, the next day for example, request the "Return Authorization" slip.
5. Forward the "Return Authorization" slip with the next payroll.

IF . . . . the employee does not have a "Return Authorization" slip . . . . .

Immediately notify the Office of Personnel and request guidance.



DAVID W. HORNBECK  
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION  
200 WEST BALTIMORE STREET  
BALTIMORE, MARYLAND 21201  
(410) 659-2165

October 7, 1980

Mr. William E. Hammond  
Zoning Commissioner of Baltimore County  
111 West Chesapeake Avenue  
Towson, MD 21204

Re: Case #81-82 SPH  
The Odong Ridge Montessori School  
at Davis Avenue  
and Ridge Road

Dear Mr. Hammond:

The following information is provided to aid in your assessment of two Odong Ridge Montessori Schools located at:

2727 Ridge Road  
Baltimore, MD 21207  
10617 Davis Avenue  
Baltimore, MD 21163

It is my understanding that the scheduled Special Hearing on October 16, 1980 for this Case #81-82 SPH is for the purpose of determining appropriate zoning classification, that is, Day Nursery or School.

### Ridge Road location

This location has been approved by the Maryland State Department of Education since 1977 as a Nursery School for pupils aged 2-4 and Kindergarten for pupils aged 5. Grade 1 was added and approved in 1978. Department of Education approval covers the hours of 9:00-12:00 (for ages 2-4) and 12:00-3:30 (for ages 5 & 6). It does not include any other services offered by the school. Summer school has been approved this year to operate for the same hours and ages for four weeks.

### Davis Avenue location

This location has been approved by the Maryland State Department of Education since 1979 as a Nursery School for pupils aged 2-4, Kindergarten for pupils aged 5 and Grade 1. Department of Education approval covers the hours from 9:30-12:00 (for ages 2-6) and 12:00-3:30 (for ages 5 & 6).



Mr. William F. Hammond  
Page 2  
October 7, 1980

Enclosed please find a copy of Section 2-206, Education Article, the statute by which we regulate the schools, along with COMAR 13.09.01.02B, Regulations for Nonpublic Nursery Schools and Kindergartens and COMAR 13.09.01.02C, Regulations for Elementary Schools. In these latter regulations, the applicable terms for classification of "Nursery School" and "Kindergarten" are defined as follows:

"Nursery school" means a school operated under nonpublic auspices enrolling pupils under 5 years of age on a regular basis.

"Kindergarten" means a school operated under nonpublic auspices enrolling pupils 5 years of age on a regular basis.

Please note that until this past year it had not come to the attention of this Department that compliance with zoning regulations was in question at either location.

Written notification to this Department regarding the decision of this Hearing is needed so that continuing approval can be determined.

Should you have any questions regarding the Maryland State Department of Education regulations, the Montessori Philosophy or the history of approval given to these two locations, please do not hesitate to call or write.

Very truly yours,

Monica M. Sparber  
Monica M. Sparber  
Specialist in Accreditation  
Nonpublic School Accreditation Branch

MMS:mdh

Enclosures: Code of Maryland Regulations 13.09.01.02B  
Code of Maryland Regulations 13.09.01.02C  
Section 2-206 Education Article

cc: Mrs. Ruth Kim  
Mr. Glen Fallin, Esq.

MARYLAND STATE DEPARTMENT OF EDUCATION  
200 WEST BALTIMORE STREET  
BALTIMORE, MARYLAND 21201  
(410) 658-2160

May 29, 1980

Mrs. Ruth Kim  
Odong Ridge Montessori School  
2727 Ridge Road  
Baltimore, Maryland 21207

Dear Mrs. Kim:

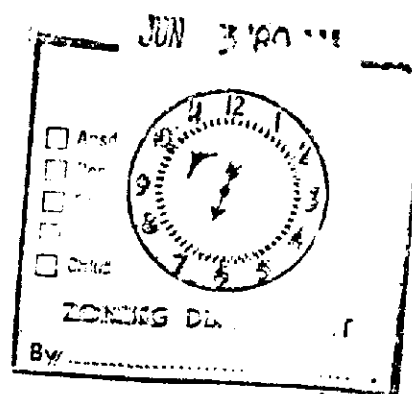
We have been advised by the Baltimore County Office of Planning and Zoning that the zoning of the property on which the Odong Ridge schools are located has not been resolved.

Please be advised that Comar 13.09.01.02 B. (10) (a) (d) and Comar 13.09.01.02 C. (A), (D) require compliance with local zoning regulations. Therefore, unless each school is in compliance with Baltimore County Zoning regulations prior to the scheduled opening for the 1980-81 school year, you may not begin operation unless an exception is made by the Baltimore County zoning authorities.

Sincerely yours,

Adolphus L. Spain, Chief  
Nonpublic School Accreditation Branch

ALS:lms  
cc: Mrs. Catherine D. Drayton  
Mrs. Betty A. Pfaff  
Ms. Diana Iitter  
Ms. Monica M. Sparber  
Mr. William E. Hammond



AFFIRMING EQUAL OPPORTUNITY IN PRINCIPLE AND PRACTICE

MARYLAND STATE DEPARTMENT OF EDUCATION  
200 WEST BALTIMORE STREET  
BALTIMORE, MARYLAND 21201  
(410) 658-2165

August 7, 1980

Mr. William E. Hammond, Commissioner  
Baltimore County Zoning Commission  
111 West Chesapeake Avenue  
Baltimore, Maryland 21204

Dear Mr. Hammond:

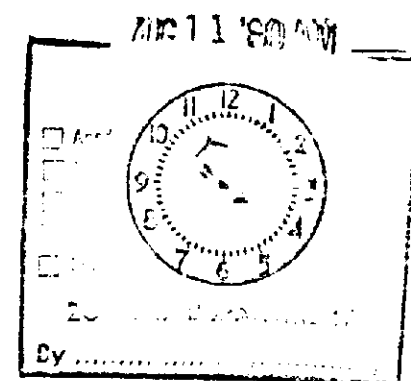
Since both Odong Ridge Montessori Schools, the Davis Avenue location and the Ridge Road location wish to begin their school year this September, please advise this office, in writing, as to whether they have been given permission by your office to operate at both locations.

Very truly yours,

Monica M. Sparber  
Specialist in Accreditation  
Non Public Schools Accreditation Branch

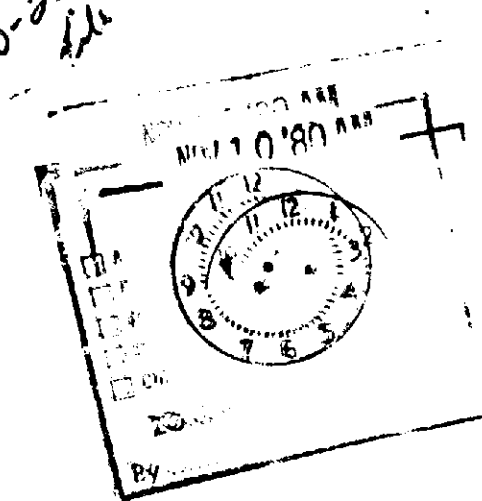
MS/gd

cc: Ms. Diana Iitter, Zoning Associate III



AFFIRMING EQUAL OPPORTUNITY IN PRINCIPLE AND PRACTICE

GLEN MARCUS FALLIN  
Attorney-at-Law



Please reply to:  
8235 Penn Randall Pl., Suite 103  
Upper Marlboro, Maryland 20870  
301-736-8497/736-3488

November 5, 1980

Mrs. Jean Jung  
Deputy Zoning Commissioner  
Baltimore County Zoning Commission  
111 West Chesapeake  
Towson, Maryland 21204

Re: Petition of Daniel and Ruth Kim for Special Hearing, Case #81-82 SPB, in the matter of the Odong Ridge Montessori School

Dear Mrs. Jung:

Although when we spoke recently I advised you that nothing further would be submitted on behalf of the petitioners in the above-captioned case, I spoke today with Ms. Catherine Drayton, and I wish to make you aware of the following understanding between Ms. Drayton and me:

1. Ms. Drayton agrees that the Odong Ridge Montessori school is indeed a school in all significant aspects of its operation, and that it should be so deemed and treated by the County zoning authorities;
2. Ms. Drayton agreed further that the only reason for my clients' application for licensure by the County Health Department as a child care facility is that Ms. Drayton so directed Mrs. Kim, and further that the said application is in no way reflective of any inconsistency on the part of my clients, who always have maintained that they operate a school, which is properly regulated and approved by the Maryland State Department of Education, and not a child care facility.

I trust that this statement of the understanding between Ms. Drayton and me will clarify any questions you may have

BALTIMORE COUNTY  
OFFICE OF PLANNING & ZONING  
TOWSON, MARYLAND 21204  
494-3353

WILLIAM F. HAMMOND  
ZONING COMMISSIONER

August 18, 1980

Maryland State Department of Education  
P.O. Box 8717, BWI Airport  
Baltimore, Maryland 21210

Attention: Ms. Monica M. Sparber  
Specialist in Accreditation  
Nonpublic School Accreditation Branch

RE: Zoning Approval  
The Odong Ridge Montessori Schools  
10817 Davis Avenue and  
2727 Ridge Road  
2nd Election District

Dear Ms. Sparber:

On August 4, 1980, this office received a Petition for Special Hearing to determine the status of the Odong Ridge Montessori Schools as either school or day nursery operations. If it is determined that these operations are day nurseries, and therefore not schools, Petitions for Special Exceptions for day nursery operations would have to be filed and subsequently granted to allow the continuation of such operations.

Pending a determination, conditional approval will be given to both locations for a period not exceeding ten months (September 1980 through June 1981). It is expected that all of the existing problems will be resolved by June 1981, but be advised that no extension of the conditional approval will be given.

If you have any further questions, please contact Ms. Diana Iitter, Zoning Associate III, at 494-3391.

Very truly yours,

WILLIAM F. HAMMOND  
Zoning Commissioner

WEH/DI/s

cc: Mrs. Ruth Kim  
The Odong Ridge Montessori School  
10817 Davis Avenue  
Woodstock, Maryland 21163

Mrs. Betty A. Pfaff  
Department of Permits and Licenses

Mrs. Catherine Drayton  
Child Care Coordinator  
Health Department

Ms. Diana Iitter  
Zoning Associate III

BALTIMORE COUNTY  
OFFICE OF PLANNING & ZONING  
TOWSON, MARYLAND 21204  
494-3353

WILLIAM F. HAMMOND  
ZONING COMMISSIONER

May 22, 1980

Mrs. Ruth Kim  
The Odong Ridge Montessori School  
10817 Davis Avenue  
Woodstock, Maryland 21163

RE: Applications for Day Nursery Licenses (The Odong Ridge Montessori School)  
10817 Davis Avenue and  
2727 Ridge Road -  
2nd Election District

Dear Mrs. Kim:

This office has reviewed the above mentioned applications for Day Nursery licenses. It is our opinion that a hearing is required for both operations. You may either file for:

1. A Special Hearing to determine whether The Odong Ridge Montessori School is considered a school,
2. A Special Exception for Day Nursery, or
3. File for both hearings simultaneously.

Enclosed with this letter are petition forms and a checklist. For further information regarding the zoning hearing process, please contact Ms. Diana Iitter at 494-3391.

Very truly yours,

WILLIAM F. HAMMOND  
Zoning Commissioner

WEH/DI/s  
Enclosures

cc: Ms. Monica M. Sparber  
Specialist in Accreditation  
Nonpublic School Accreditation Branch  
Maryland State Department of Education  
P.O. Box 8717, BWI Airport  
Baltimore, Maryland 21240

Mrs. Catherine D. Drayton  
Child Day Care Coordinator  
Health Department

Mrs. Betty A. Pfaff  
Department of Permits and Licenses

Ms. Diana Iitter  
Zoning Associate III







## BALTIMORE COUNTY, MARYLAND

## INTER-OFFICE CORRESPONDENCE

TO: Diane Iitter  
Zoning Office Date: September 18, 1980

FROM: Catharina Dington  
Child Day Care Coordinator, Health Department

SUBJECT: ODONG RIDGE - MONTESSORI SCHOOLS

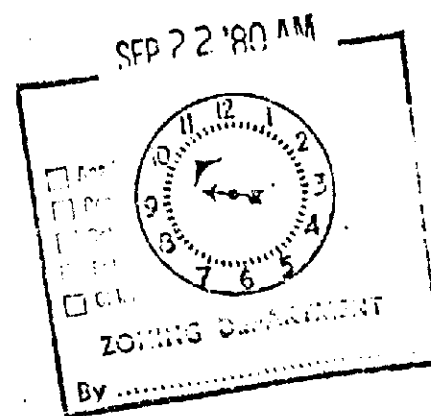
Since the Odong Ridge programs are schools approved by the State Department of Education, the Health Department will continue to issue a Baltimore County license indicating compliance with local regulations for Day Nurseries.

If the Odong Ridge programs are full day nurseries or child care programs, the Kims will need to apply for Day Care licenses in accordance with COMAR 10.05.01 regulations. In addition to compliance with local regulations, the Day Care license will certify minimum standards for nutrition, supervision, enrollment capacity, staff qualifications, program equipment and playground space and equipment. None of these minimal standards are currently supervised by the Health Department at Odong Ridge.

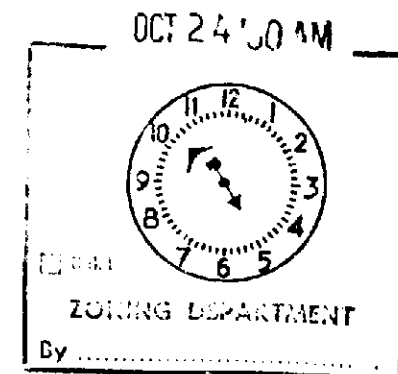
Please keep me informed of the scheduled hearing dates for these Montessori Schools. I plan to attend and assist in explaining the Health Department's standards.

CD/jt

cc: Mrs. Ruth Kim



90-2319

GLEN MARCUS FALLIN  
Attorney-at-LawDANIEL KIM, et al  
81-82-SPH

Please reply to:  
8235 Penn Randall Pl., Suite 103  
Upper Marlboro, MD 20870

1-736-8778

October 20, 1980

Mr. William E. Hammond  
Zoning Commissioner  
Baltimore Co. Office of Planning & Zoning  
111 W. Chesapeake Avenue  
Towson, Maryland 21204

Re:

Dear Mr. Hammond:

This is to request that, in view of the pendency of a decision that could moot the above-captioned application for special exception, that action by your office on this application be deferred until further notice by me, as legal counsel for the petitioners herein. This is to advise you further that at this time I must take the position that a special exception, although requested by my clients when they were not represented by legal counsel, is unnecessary and inconsistent with the long-standing position of the Maryland State Department of Education ("M.S.D.E.," hereinafter) that the subject Montessori School is indeed a school and one that is properly regulated and approved by M.S.D.E.

Thank you for your attention in this matter.

Very truly yours,

Glen Marcus Fallin

GMF: sb

10/28/80 left message  
that OZ (Wick) does not  
need any special etc.  
having been filed.

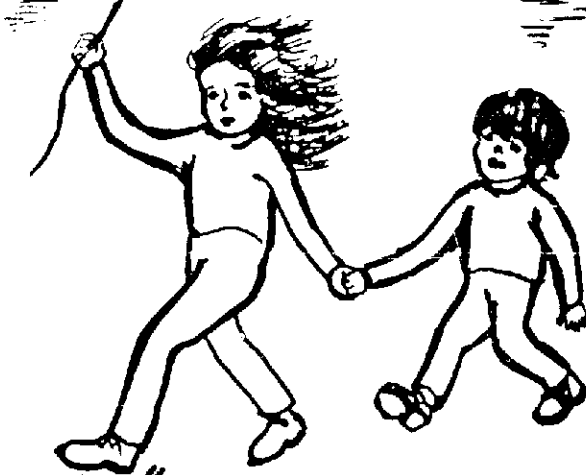
21202

332-1151

821-0270

ODONG RIDGE  
MONTESSORI  
SCHOOL

"Nurturing a Joy of Learning"



## THE ODONG RIDGE MONTESSORI SCHOOL

## PURPOSE AND PHILOSOPHY

We believe that children today must absorb at an early age vast amounts of information about the complicated world in which they live if they are to organize it later into meaningful concepts for living creatively both for themselves and for others rather than struggling to maintain mediocrity. In order to do this they must learn self-discipline and self-reliance in an atmosphere of love.

We believe that more efficient weapons of war are not valuable to this society or to any other society and that great brain-power must be used instead toward solutions of man's vital problems pertaining to the very existence of civilization.

We believe that both the lack of wisdom and the lack of comprehensive knowledge of the cultures, human resources and human values universally applicable, have caused our country's leadership to have been inadequate to the task of making wise decisions.

The purpose of our school is to implement this educational philosophy - the Montessori approach to education - in a natural setting in which young persons and children may gain respect for themselves and respect for the world of nature. This will help them to grow in happiness and love for mankind, as caring, capable individuals possessing a sense of inner order and the knowledge necessary to scientifically investigate a problem before proposing a solution.

Ruth and Daniel Kim

Montessori is both a philosophy and a system of education based on the teachings of Maria Montessori, an Italian-born doctor who devoted more than fifty years to working with children around the world. Dr. Montessori believed that the first six years of life are the most important years of growth, and that the habits and attitudes learned during these years have a far-reaching effect upon future development.

The Montessori method is designed to take full advantage of the unique ability of children to develop their own capabilities under minimum guidance. It seeks to utilize a child's love and need for purposeful work - not so much for what it accomplishes, but for the sake of the activity itself. The Montessori classroom and teaching materials are colorful, attractive, and scaled to child size in order to appeal to the sensitivity of children and to encourage their ability to absorb and learn from their environment.

The purpose of a Montessori Children's House is to assist each child, in the best way possible, to build himself by offering an environment designed to allow the child to utilize certain characteristics and sensitive periods present before the age of six. The goals are to help him become a truly disciplined person, to develop a respect for himself, for others, and for things, and to learn to work for the love of the task rather than to compete with others.

Maria Montessori was one of the first educators to implement the use of concrete activities and direct experiences in the pre-school classroom. Her theory rests on the necessity for this kind of learning before the introduction of abstract mental sequence of maturation. Therefore, in order to develop such characteristics

as respect, self-discipline, and a love of learning, it is necessary to provide an environment in which the child can become conscious of and practice these qualities while at the same time providing a concrete learning situation for which Dr. Montessori devised a set of apparatus. By using this apparatus, children can accomplish specific, concrete, self-correcting tasks. These include the conventional activities of reading, writing and concretely conceiving mathematics. In language, children work with phonics, sight words, with written lines and letters, with art, music, and poetry.

We believe that the child's first task at this young age is to build himself, to create an inner order to deal with the chaotic environment of the modern world. The child is endowed with certain capacities which enable him to fulfill this building process:

(1) The child possesses a mind which absorbs without reason that environment and those attitudes which are around him.

(2) His natural inclination at a young age is toward a certain order, a certain routine in life. Although the child is not capable of abstraction, he is interested in sizes and shapes, in quantity and quality. Although the child is not capable of reasoning, he is capable of understanding, and his senses are especially keen.

(3) The child has an inherent drive toward independence as exemplified by the real need to do things "physical".

MARYLAND STATE DEPARTMENT OF EDUCATION  
P.O. BOX 4317  
FRIENDSHIP INTERNATIONAL AIRPORT  
BALTIMORE, MARYLAND 21240

April 23, 1973

TO: LOCAL COUNTY STATE HEALTH OFFICERS

Many questions regarding the jurisdiction of the Maryland State Department of Education over nonpublic day nurseries and nonpublic nursery schools have been called to my attention. Since local departments of health and mental hygiene have some jurisdiction over these institutions and usually have initial contact with them, I am directing this letter to you hoping to improve communications with your staff, and the operators and users of these institutions.

The following comments should place each institution in the proper perspective with regards to the jurisdiction of the Maryland State Department of Education by authority of Article 77, Section 12, Annotated Code of Maryland.

As defined by the Maryland State Department of Education, a nursery school is an institution for organized instruction of children under five years of age. Its primary purpose is to provide an instructional program for the intellectual, social, emotional, and physical growth and development of the children enrolled.

As defined in most literature and as viewed by the State Department of Education, a day nursery is an institution for organized care of young children usually between the ages of two and six. Its primary purpose is to provide physical care and protection.

Although programs offered in day nurseries may have many similarities to those found in nursery schools, the Department recognizes certain differentiating factors.

First and foremost, the primary purpose of one institution is to provide organized care; the other is to provide organized instruction. The Department of Education requires that the purpose, philosophy, and objectives of those institutions subject to its jurisdiction be written, disseminated, and interpreted to the constituent community.

Furthermore, a day nursery tends to have a longer day, normally operating from 7:30 or 8:00 a.m. to 6:00 or 6:30 p.m.; operates year-round, closing only for public holidays; cares for children of a wide age range; and because of the long hours, gives special attention to the child's physical care and protection.

A nursery school is an educational institution which uses pedagogical methods and objectives, giving special attention to early learning needs; operates in sessions of about two and one half hours; generally follows the local public school calendar, closing during the summer months; and usually limits its enrollment to a narrow age range.

Nonpublic nursery schools, except those operated by bona fide church organizations, are subject to the jurisdiction of the Maryland State Department of Education by authority of Article 77, Section 12, Annotated Code of Maryland. These institutions must be approved by the State Superintendent of Schools in accordance with Pylaw 912-2, Standards for Nonpublic Nursery Schools and Kindergartens, before they may begin or continue to operate or function in Maryland.

Day nurseries, child care centers, or similar institutions, however designated, are not subject to the jurisdiction of the Maryland State Department of Education. These institutions cannot be approved or accredited by the State Department of Education under the provisions of Article 77, Section 12, Annotated Code of Maryland. Furthermore, official pronouncements (catalogues, brochures, bulletins, advertisements, and reports) issued by such institutions cannot by actual statement, omission, or intimation connote that they are schools nor can such institutions use the word "school," or words of like import, in their names connoting that they are schools or educational institutions.

I hope this letter helps alleviate some of the confusion regarding the jurisdiction of the Maryland State Department of Education over nonpublic nursery schools. Please share it with members of your staff who have any responsibility for nonpublic programs for young children. If there are any questions, please do not hesitate to call or write.

We look forward to your continued cooperation with the health inspection.

Sincerely yours,

Adolphus L. Spain, Coordinator  
Nonpublic Elementary and Secondary Schools

ALS:jzm

BALTIMORE COUNTY, MARYLAND  
DEPARTMENT OF PERMITS AND LICENSES  
TOWSON, MARYLAND 21204District \_\_\_\_\_  
Date \_\_\_\_\_APPLICATION FOR MAINTAINING A DAY NURSERY LICENSE  
FOR THE YEAR OF \_\_\_\_\_

THE UNDERSIGNED hereby makes application for a NEW/RENEWAL LICENSE to operate a Day Nursery in accordance with Title 37 of the Baltimore County Code 1988 Edition:

\*Trade Name \_\_\_\_\_

Operated by \_\_\_\_\_

Location of Nursery \_\_\_\_\_ Zone No. \_\_\_\_\_

Owner of Premises \_\_\_\_\_

Enrollment Session I \_\_\_\_\_ Ages \_\_\_\_\_ to \_\_\_\_\_ Hours \_\_\_\_\_ to \_\_\_\_\_

" Session II \_\_\_\_\_ Ages \_\_\_\_\_ to \_\_\_\_\_ Hours \_\_\_\_\_ to \_\_\_\_\_

Total Enrollment \_\_\_\_\_

A SKETCH OR BLUEPRINT OF BUILDING OR BUILDINGS AND PREMISES MUST BE SUBMITTED WITH APPLICATION FOR A NEW DAY NURSERY OR FOR AN INCREASE IN THE ENROLLMENT OF AN EXISTING DAY NURSERY.

\*According to Public Statute (Law), the word School or Kindergarten cannot be used in the Title of a Day Nursery, except when approved by the State Board of Education as a School or Kindergarten. Day Care Centers administered and financed officially by a church are the one exception to this law.

When approved by the Baltimore County Health Department this fulfills the Maryland State Department of Health Regulations Governing Eating and Drinking Establishments 43F03.

MAKE CHECK OR MONEY ORDER PAYABLE

TO "BALTIMORE COUNTY, MD."

Signature of Applicant \_\_\_\_\_

Applicant's Title \_\_\_\_\_

Phone No. of Day Nursery \_\_\_\_\_

Address and Zone No. \_\_\_\_\_

## TO BE COMPLETED BY THE DEPARTMENT OF PERMITS &amp; LICENSES

Application No. \_\_\_\_\_ Cash Slip No. \_\_\_\_\_ Date \_\_\_\_\_

License No. \_\_\_\_\_ Fee \$ \_\_\_\_\_ Dept. of Permits and Licenses.

Director \_\_\_\_\_

Property Description - Oodong Ridge Montessori School - 2727 Ridge Road

Starting at the intersection of Ridge Road and Old Court Road proceed 2400 feet South to the intersection of entrance drive of 2727 Ridge Road

N86°46' E1201.91' to S35°39' E247.50' to S8°04' W600' to S86°46' W1000' to N12°18' E400' to S86°46' W294' to N11°35' E30' to N4°50' W48.16' to N7°05' W79.91' to N13°15' W230'

## PETITION FOR SPECIAL HEARING

2nd District

ZONING: Petition for Special Hearing

LOCATION: East side of Ridge Road, 2400 feet South of Old Court Road

DATE &amp; TIME: Thursday, October 16, 1988 at 10:00 A.M.

PUBLIC HEARING: Room 188, County Office Building, 111 W. Chesapeake Avenue, Towson, Maryland

The Zoning Commission of Baltimore County, by authority of the Zoning Act and Regulations of Baltimore County, will hold a public hearing:

Petition for Special Hearing under Section 500.7 of the Zoning Regulations of Baltimore County, to determine whether or not the Zoning Commissioner and/or Deputy Zoning Commissioner should approve that the Oodong Montessori School should be considered as a school, and not a Day Care Center

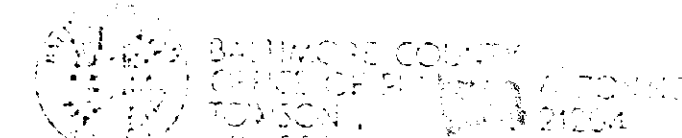
All that parcel of land in the Second District of Baltimore County

Being the property of Daniel Kim, et ux, as shown on plat plan filed with the Zoning Department

Hearing Date: Thursday, October 16, 1988 at 10:00 A.M.  
Public Hearing: Room 188, County Office Building, 111 W. Chesapeake Avenue, Towson, Maryland

BY ORDER OF  
WILLIAM E. HARMON  
ZONING COMMISSIONER  
BALTIMORE COUNTY

OLD Disp.



December 3, 1988

Glen Marcus Fallin, Esquire  
8235 Penn Randall Place #103  
Upper Marlboro, Maryland 208.0

RE: Petition for Special Hearing  
E/S of Ridge Rd., 2400' S of Old Court  
Rd. - 2nd Election District  
Daniel Kim, et ux - Petitioners  
NO. 31-82-SPH (Item No. 35)

Dear Mr. Fallin:

I have this date passed my Order in the above captioned matter in accordance with the attached.

Very truly yours,

*Jan M. H. Jung*  
JAN M. H. JUNG  
Deputy Zoning Commissioner

JMHI/mc

Attachments

cc: Ms. Monica M. Sparber  
Nonpublic School Accreditation Branch  
Maryland State Department of Education  
P.O. Box 8719, BWI Airport  
Baltimore, Maryland 21240

Mrs. Catherine Drayton  
Child Care Coordinator  
Health Department

John W. Hessian, III, Esquire  
People's Counsel

## ESSENTIALS OF THE LANGUAGE ARTS CURRICULUM

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Sound Gems (oral exercises initiated by teacher)	2-3	Teach sounds of most-used letters	Child knows sound which begins his/her name; can mention word which begins with 'b' for example.
Language Cards (collections of high quality pictures of flowers, animals, household items, etc.)	2-4	Early: Vocabulary enrichment Later: Reading extension when child places self-made or teacher-made labels.	Child tells teacher or friend the names of pictures; finds the pictures whose names begin with selected letter. Later: child labels; teacher or other student checks
Sandpaper Letters (raised-rough letters on smooth background)	3, 3½-4½	Help child associate the sound and symbol by visual and tactile clues.	Child can find 'm' in the stack and run his/her fingers over it in a writing motion.
Mobile Alphabet (several boxes of vowels & consonants, sorted)	4-6	Child learns to find letters 'm' & 'n' in box when word 'man' is sounded out; symbols are combined to form first simple then, later, more complex words.	Child selects m.a. box and asks teacher or student to dictate words which she/he lays out for teacher to check; child reads back words he's 'written'.
Phonetic Box (box with small toys and labels)	4-6	Game to help child associate written label and proper object.	Child can label objects.
Phonetic Word Cards	3-5	Practice in sounding out and reading short phonetic words.	Child selects some cards and sounds them out for teacher or student; turns often taken in a group.
Simple Books (phonetic words only)	3-5	Encourage interest in reading	First child seeks familiar words, then reads whole pages.

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Phonogram Box	4	Item like 'ship' is labeled to introduce 'sh' sound; other phonograms follow	Child can pronounce words which are not strictly phonetic.
Phonogram Booklets	4-5	Practice reading collection of words containing same phonograms.	Child begins to recognize and spell words containing phonograms.
Easy Books (including some words with phonograms)	4	Practice reading	Child gains proficiency in reading.
Phonogram Cards, Sort Family cards, Compound Word cards	5	Increase child's familiarity with variety of words in English language	Child reads word lists to teacher or older child.
Writing	4-5	Children learn to form cursive letters; later manuscript	Child practices forming letters teacher has demonstrated.
Later Writing	5	Words, sentences and later paragraphs are composed	Child usually begins by writing words lists and progresses to sentences about his/her experiences.
Reader's	4-5	Child reads classroom books	Child asks teacher or older child for help with unfamiliar words; soon learns to use dictionary.
Journal	5	Thinking and writing practices	Child records experiences and learns about new words and punctuation conventions.
Advanced Grammar Exercises	5	Children learn about parts of speech	Child identifies by the appropriate symbol the parts of a sentence written by teacher or self.

2

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Reports	5-6	Practice 'learning on one's own' skills	Child reads books on topics of interest and prepares short reports to share with friends.

## EXPECTATIONS

Children differ from one another in so many ways that no hard and fast rules can be given. Generally, we expect a 3½ year old to "know" the paper letters and a 4 year old to be working with the movable alphabet. Generally, a five year old can read and write a sentence. Extra time and additional practice is offered a child who needs it in order to meet these expectations.

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Number rods	2½-4	1. to learn names of the numbers. 2. to understand that each number is a separate object in itself. 3. memorization of the sequence of numbers 1 - 10. 4. to make correct association between spoken numbers and the quantity (length is quantity) 5. associate the differences between the quantity and the entity - relating to number rods to counters and cards.	The child can pick up, either in sequence or randomly, the number of objects between 1 and 10 when asked for a specific quantity of such.
Sandpaper Numbers	2½-4	1. to teach the written symbol corresponding to the numbers the child already knows. 2. to make the association between the spoken name and the number symbol. 3. to give the child the key to the world of written numbers. 4. indirect preparation for writing.	The child can now recognize the number symbols 1 - 10. He is beginning to associate them with chalk on a blackboard.
Number rods & cards	2½-4	1. to associate the written symbol and the quantity. 2. the building of 10's is an indirect preparation for addition - and with rods for multiplication. (2 fives make 10)	The child can correctly label each red and blue rod and he can combine them correctly.
Spindle Box	3½-5	1. As the number rods were each an entity in themselves here the spindles help to clarify the idea	Proper use of the spindle box is a qualifying test of number concepts 1 - 10.

3



EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
TEENS AND TENS (Continued)	4½-6½		
Linear Counting 100-1000 Chains	5-7	1. To consolidate the child's knowledge of counting. Up to now he has worked with 100s in the decimal system but in this exercise he becomes familiar with sequence of numbers with each individual bead in a long chain that makes 1000. 2. Indirect preparation for squaring and cubing showing the difference between a square and a cube by the sensorial impression and the fact that the chains are placed as parallel straight lines.	to find the missing link.  The child can now demonstrate his ability to count to 100. He demonstrates his understanding of what the terms, 10, 20, 30, etc. mean. He demonstrates his ability to concentrate.
Skip Counting	5-7	1. Preparation for squaring and cubing, into the difference in quantity between squaring and cubing. Also, the difference between squares of successive numbers and cubes of successive numbers. 2. To give the child a further means of counting by one, 3. Indirect preparation for multiplication.	This stage enables him to see into the possibilities of numbers as he learns to count by other means than one at a time. 10 - 20 - etc.
MEMORY WORK			
The Snake Game	5-7	To familiarize the child with all possible combinations that make ten. To give him the subconscious knowledge that no two digits added together amount to more than 10. The game gives the first basic practice in memorizing the essential combinations with which, when known, one can make any addition.	At this point the child can demonstrate his knowledge of addition facts. He is ready for the next practice when he can easily and quickly put the snake together.
EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Spindle Box (cont'd)	3½-5	that symbols also represent a certain quantity of separate objects. 2. The introduction of zero shown by the first compartment remaining empty. 3. The natural sequence of numbers is shown by the symbols painted on the box. 4. Indirect preparation for the fact that there are no other symbol, other than 0 to 9.	He can use "more than" and "less than" written showing his spindle box to the teacher. He can show that 0 equals nothing.
Cards and Counters	3½-5	1. Recognition of the figures 1-10 in their correct sequence. 2. Visual representation of odd and even numbers.	The child shows his comprehension and sophistication using his concepts with different materials.
Memory Game	3½-5	To train the memory by keeping a certain image fixed in the mind over a long period of time.	The child can use his skills thus far advanced & concentrate on the number well enough to remember it.
DECIMAL SYSTEM			
The Beads	4-6	1. To familiarize the child with the names of the different categories of (0,10,100,1000). 2. To give the child an impression of the various sizes of the categories and to acquaint him with the different but between the unit and other categories.(example, 6 units and 6 thousands)	The child can demonstrate his knowledge at this point by taking the correct quantities to the teacher, in order.
The Cards	4-6	To acquaint the child with the written symbols for the new quantities he has learned.	The child can correctly label his quantity of beads.

2

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Formation of Complex Numbers with Beads and Cards	4-6	1. Direct - To make child familiar with the different categories of numbers especially with regard to reading the symbols; to give him the working of large numbers. 2. Indirect - a) To the hierarchy of numbers, i.e. while the significant figures are always less it is the place they take that gives the complexity, hundreds or thousands. b) To the fact that in a complex number the zero merely shows an empty place, that one of the categories is lacking. c) To the fact that only 9 of each category are necessary to form any number.	The child can form a complex number with the cards and can place the exact number of beads in each category by the cards and he can verbally explain his work.
Decimal System:			
Addition w/Beads and Cards	4-6	1. To present the function of addition. 2. The preparation of the mathematical mind by showing the subconscious the action of carrying from one hierarchy to the next.	As with simple numbers, the child now combines complex numbers & thus completes the process of addition.
Subtraction w/Beads and Cards	4-6	To give the children an impression of the nature of subtraction and how it differs from addition. To make the child understand that a quantity of a higher hierarchy may be taken apart in a lower hierarchy.	The child now shows the process of making a number less than it was by taking away part of it. He can show this and explain what he does.

3

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Multiplication w/Beads and Cards	5-8	The process of multiplication and the preparation of the mathematical mind by showing the subconscious that multiplication is the adding of equal quantities. In reality it is a process whereby a number is repeated so many times.	The child can show, accurately, the process of multiplication with the bead material and loves to practice it, favoring the numbers as he speaks them.
Short Division w/Beads and Cards	5-8	The process of division and the preparation of the mathematical mind by showing the subconscious the action of changing and adding onto the next category any quantity left over from the preceding one.	The child can show the answer and process of division.
Long Division	5½-9	Process of long division and preparation of the mathematical mind by showing the subconscious that in division the answer is always what one unit gets. Remote preparation for the division of a fraction by a fraction where as the dividing fraction has to be made into a whole number before the answer can be made.	The more complex operation enables the child to draw his memory for details and his comprehension of the various processes involved in long division.
The Stamp Game	5½-9	To give the child further understanding of the process of addition, subtraction, multiplication and division.	He enjoys and works hard at the various steps, showing his mastery of the basic math skills.
The Dot Game	5½-9	To give the child further understanding of addition in the decimal system and to give him a sense of ability to work with numbers. 2. To bring out the fact that in each hierarchy there are never numbers greater than those from 1-9 so that it is just as easy to add 10s of 1000s as it	The child can accurately use the materials of the dot game with enthusiasm and comprehension.

4

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Dot Game (Continued)	5½-9	is units, 3. The making of tens and counting them, focuses the attention of the child on the mechanism of carrying over to the next category. 4. To further familiarize the child with the different categories. 5. A first abstraction in the decimal system.	He shows how he can make use of his accumulated knowledge by using it with problems in the environment.
Word Problems	5½-9	This is the way the teacher can find out if the child has incorporated their understanding of the 4 processes. To show the children the application of the processes to their environment.	
TEENS AND TENS			
11-19 Beads only	4½-6	The colored bead stair clearly distinguishes each number up to ten as a separate entity. The putting together of the ten and the colored bead stair, helps the child to construct the numbers 11-19 and to show the respected relationship of each separate unit to ten.	The child experiences a feeling of accomplishment which he shows by confidently exhibiting his new use of the skills he has learned.
11-19 Ten Board	4½-6½	Association of name and symbol.	The child laboriously puts these together at first, then confidently by rote. At this point he is ready for the next step.
11-19 Ten Board & Beads	4½-6½	Association of quantity, the name and written symbol.	
11-99 Ten Board & Beads	4½-6½	Preparation for linear counting. To teach the terminology from 20-90.	This is the culmination of all that the child has & conceived. He is doing this with ease now. That he is clear. Failure to do so means that the teacher needs

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EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
TEENS AND TENS			
11-99 Ten Boards & Beads (Continued)	4½-6½		
Linear Counting 100-1000 Chains	5-7	1. To consolidate the child's knowledge of counting. Up to now he has worked with 100s in the decimal system but in this exercise he becomes familiar with sequence of numbers with each individual bead in a long chain that makes 1000. 2. Indirect preparation for squaring and cubing showing the difference between a square and a cube by the sensorial impression and the fact that the chains are placed as parallel straight lines.	to find the missing link.  The child can now demonstrate his ability to count to 100. He demonstrates his understanding of what the terms, 10, 20, 30, etc. mean. He demonstrates his ability to concentrate.
Skip Counting	5-7	1. Preparation for squaring and cubing, into the difference in quantity between squaring and cubing. Also, the difference between squares of successive numbers and cubes of successive numbers. 2. To give the child a further means of counting by one, 3. Indirect preparation for multiplication.	This stage enables him to see into the possibilities of numbers as he learns to count by other means than one at a time. 10 - 20 - etc.
MEMORY WORK			
The Snake Game	5-7	To familiarize the child with all possible combinations that make ten. To give him the subconscious knowledge that no two digits added together amount to more than 10. The game gives the first basic practice in memorizing the essential combinations with which, when known, one can make any addition.	At this point the child can demonstrate his knowledge of addition facts. He is ready for the next practice when he can easily and quickly put the snake together.

6

EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
ADDITION WORK			
Addition Strip Board w/Charts 1 & 2	5½-7	1. To give the child all the possible combinations of unit adds in addition. 2. Further clarification of the mind as to what is essential to know with regard to the combination of numbers for the process of addition. General Purpose: To help the child see the structure of addition and to memorize the addition combinations.	With this practice the combinations are mastered painlessly. If they have not been, the teacher helps the child to further his knowledge with memory games until there is no question that he "knows" the single addition facts.
Addition Charts 3,4,5 and 6 (blind)	5½-8	Memorization of addition combinations. The various charts give the possibility of repetition which helps to fix the combinations in the memory. Each chart is a variation on the preceding one and the exercises are parallel. The variations are there to sustain the child's interest in repetition and thereby extend his work with addition combinations. Chart 6 test the child's memory.	Same as above
Negative Snake Game	6-8	To teach principle of subtraction and to familiarize the child with subtraction combinations. First step towards algebra. Indirect preparation for the fact that equal quantities of opposite signs eliminate one another.	This exercise enables the child to substitute clear conception of subtraction and how numbers fit together.
The Negative Strip Board	6-8	The subtraction combinations are given leading to memorization.	Subtraction combinations are thoroughly and completely memorized before proceeding.
Subtraction Charts 2 & 3	6½-8	Memorization of subtraction combinations.	Same as Negative Strip Board

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EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
MEMORY WORK			
Multiplication with beads and bars	6-9	1. To show by this geometrical form of multiplication that the multiplier is never a solid body as is the multiplying number. It is only indicative of how many times a number is taken or a given quantity is repeated. 2. To show that a succession of lines creates a surface. 3. Preparation of square root and factoring. 4. Preparation for division by helping the child to visualize the divisibility of numbers. 5. The geometrical formulation is an indirect preparation for exercises that follow later in connection with geometry and algebra.	If concepts are clear to this point the child should show delight in the manipulation of numbers in this new and exciting way. He can demonstrate proficiency when he does many things with another child. Much time will be spent here, working with many different friends and changing roles.
Multiplication Board and Charts 3,4,5	6-9	Memorization of multiplication tables.	All multiplication facts are demonstrated as memorized before proceeding.
Unit Division Boards	6-9	1. With the unit division board we demonstrate the equal relationship that division is. We also teach the division terminology (if have not already taught). 2. We help the child to become conscious of the few numbers that are evenly divisible because in the second exercise, we concentrate on those numbers picking them out from the rest. The child also realizes those exactly divisible are divisible only by a few numbers. 3. Another point to which we draw the attention of the child is that division is the result of multiplication.	These concrete demonstrations of short division show that the child is ready for abstraction and memorization of division combinations.

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EXERCISE AND MATERIALS	AGE RANGE	PURPOSE	BEHAVIOR EXPECTED AS A RESULT
Division Charts 1 & 2			
Small Bead Frame	6-9	To teach the division combinations. The exercise with prime numbers is indirect preparation for finding highest common factor and lowest common multiple, for reduction of fractions and for the reversibility of division and multiplication.	The child demonstrates his memorization of division combinations.
Wooden Hierarchical Material, represents 1, 10, 100, 1000, 10,000, 100,000 and 1,000,000		1. To bring to the child's consciousness the function of position, i.e. the relative value of the digits. 2. To help the child carry out addition, multiplication and subtraction abstractly.	To enable the child to practice computation in addition, subtraction, multiplication and division with a direct aid, and to be able to understand the concept of place value in the decimal system.
Large bead frame dynamic multiplication		1. To make the child conscious of the hierarchy of the decimal system beyond 1,000. Increase the understanding of place value in the decimal system with direct aids.	To be able to increase understanding of place value in the decimal system with direct aid.
Short division with the racks and tubes		To take the child to this abstract execution of multiplication, especially with more than a 1 digit multiplier.	To enable the child to practice multiplication with a decimal digit; with a direct aid.
Long division with the racks and tubes		1. To help the child understand the technique of the mechanism of division and to bring him closer to abstraction. 2. To understand the difference between group division and distributive division. To take the child to the abstract execution of division with a divisor of 2 or more digits.	To help the child practice division with a direct aid.  To enable the child to practice long division with a direct aid.

9



PRIMARY SCIENCE CURRICULUM			DESIRED BEHAVIOR	
MATERIAL	AGE RANGE	PURPOSE		
Books	3-6	Provide reference sources on topics ranging from magnetism, sound conduction, and buoyancy to the description of our solar system.	When interest is sparked, child alone or with teacher's assistance locates appropriate book, looks at pictures and if skilled enough, reads and makes notes and shares information with others, including the teacher.	Child takes try holding the described materials to a table and by himself, experiences what the magnet will attract and what it will not. Older children read about magnetism.
Topics: Magnetism Strong magnets, iron filings, sand-other objects, some metal objects of plastic and wood	2½-6	Teacher introduces items used and children see what the magnet will attract and what it will not.	Older children read about magnetism.	Child experiments and pursues the topic as far as his age and experience allows. 2½ year olds learn "buoyant" and "non-buoyant" while older children make lists of objects which fall in one category or the other.
Topics: Buoyancy Photographic tray, pincer, bucket, sponge and other objects which either float or do not float. Labels: Sinks/Floats	2½-6	Introduce the concepts of buoyancy and non-buoyancy	Children experiment and record results if they have sufficient skills.	
Topics: Density Sand, golf balls, nails (only used by teacher-children substitute nuts or bolts), bowl. (Golf balls are buried in the sand. The children drop in a few nails. When the bowl is slowly shaken the balls disappear and the balls appear.)	2½-6	Introduce concept of density		

PRIMARY SCIENCE CURRICULUM			DESIRED BEHAVIOR	
MATERIAL	AGE RANGE	PURPOSE		
Topics: Arch Construction A flashlight and a piece of cardboard cut out and stacked to form an arch. The Keystone (an inverted trapezoid) is put in place last.	4-6	To provide the child with experience in one basic aspect of construction.	Older children learn to construct arches. Older children may learn about other basics in architecture by use of classroom reference materials.	
Topics: Shadows An unobstructed wall area (probably in a hallway).	2½-4	Experience with light and how it affects us in one way. Children learn that the first mode of time-telling relied on shadow-length.	Children may want to draw Sundials, may make silhouette drawings of one another, etc.	
Topics: Solar System Cardboard cutouts of the planets. The cardboard circles representing the individual planets are cut to scale. They are suspended from the classroom ceiling in a way which demonstrates the distance which exist among the planets. A small flashlight is used to see the film and the space vehicles.	4-6	First, we discuss how the earth rotates and gives us day and night. Then we discuss the planets and our solar system. Then the planets and the planets are introduced so that the young child can begin the long process of seeing himself/orself in the context of the Universe. To enable the children to grasp the totality of the universe, how life as we know it can be sustained only on certain planets.	Children can tell another how day and night come about. S/he can discuss the seasons and eventually name the planets. The older children will make diagrams of the solar system and label a particular planet to learn more about. The children can describe the sun as the center of the solar system, only one part of the universe, and name the planets which orbit about the sun, describing them and telling what has been learned about them through our recent explorations.	
Topics: Rocks A collection of stones probably including: granite, marble, pumice, quartz, etc.	3-6	To introduce the child to the variety of rocks which exist and to give him/her some basic information about how their formation was achieved.	Children learn names of common rocks and can tell something about their formation.	
Topics: Shells A collection of shells	3-6	To offer an introduction to the variety of shells which animals inhabit.	Children can identify the shells in the collection.	

# EXERCISES AND MATERIALS MEMORY WORK

AGE RANGE 5-6

PURPOSE 1. To demonstrate how a whole may be divided into parts.  
2. Preparation for working with fractions- paper into halves, fourths, eighths, thirds, sixths, etc.  
3. Preparation for working with abstract notation and fractions.

## BEHAVIOR EXPECTED AS A RESULT

# PRACTICAL LIFE CURRICULUM

AGE	EXERCISE	PURPOSE	BEHAVIOR DESIRED
2½	Spooling - two levels (room is used to transfer rice/beans to second container)	Development of hand-eye coordination	Child transfers rice/beans without spilling them
2½ - 3	Pouring - 3 levels (level 1 - pouring from one pitcher to like pitcher; level 2 - pouring from one container to unlike container; level 3 - pouring from one container to several smaller containers)	As above and experience in judging amount a can. after can hold	Child pours water or with proper (for him/her) hand and does not spill or overflow
2½ - 6	Dusting - (Cloths and brushes or feather dusters used)	Experience in removing all the dust; beautifying the environment	Younger child dusts for sake of activity; older because environment will be more attractive
3 - 6	Sweeping - (broom, dustpan and chalk used)	Cleaning up after self; developing independence; beautifying environment	Child cleans up own spills and offers to assist others with theirs.
2½ - 6	Use of Crumber	As Above	Child cleans up own spill area and occasionally assists others
3 - 6	Polishing - 4 types (silver polishing, brass polishing, wood polishing and shoe polishing)	Practice with a sequential activity; beautifying environment; good grooming	Child does polishing steps in order; later, chooses to polish something which needs it
2½ - 4½	Flower Arranging	Encourage love of beauty	Express desire to arrange flowers; bring in flowers for class

PRIMARY SCIENCE CURRICULUM			DESIRED BEHAVIOR	
MATERIAL	AGE RANGE	PURPOSE		
Topics: Small plants Language cards, booklets with drawings illustrating the specific parts of houseplants and trees and live classroom plants and local trees.	2½-6	Provide child with the names which describe the specific parts of all small plants and trees and also to acquaint him/her with the names of the particular plants in the classroom and nearby trees.	Children can name the parts of a plant or tree. S/he can recognize the specific name. The child may want to make a booklet of leaves he/she has collected and labelled.	
Topics: How the Earth's peoples have adapted to their physical environment Three collections of pictures: one depicts the food, housing, transportation mode, etc. of the Arctic peoples, the second of the Desert peoples and the third the Tropical peoples.	2½-6	Give the child a chance to think about how his/her lifestyle is affected by where he/she lives.	Children can talk/write about the different foods, housing styles, and transportation options available to people in different climatic regions.	
Topics: Animal Husbandry Farm animals and their uses (katie, a white pony, Betsy, a smaller brown pony, Billy, a medium size goat, (books and trips) Zoo and circus animals, woodland animals: turtles, bugs, etc., found in the forest, common birds, where plants live, where people live, propping and classification of plants and animals are available to	3-6	To introduce the child in a compatible environment to the abundance nature provides, through feeding, getting to know and maintaining animals which will which will not eliminate future fears have not been experienced by domestic and farm animals. Study can be fruitful without the child's being aware that he or she is actually in a learning process, thus a reverence for life, or living things is nurtured and fostered for the future awareness that all living things are both fragile	Children are able to attend the schedule of feeding and watering of the animals, including kittens, dogs, horses and goats. They are involved in the active program of the schedule and taught to observe each animal rather carefully as to any change they see in their behavior. If illness occurs with any one of the animals they are involved with taking the animals to the veterinarian and have been instructed the administration of the medication if necessary. During this time they have become	

PRIMARY SCIENCE CURRICULUM			DESIRED BEHAVIOR	
MATERIAL	AGE RANGE	PURPOSE		
Topics: Animal Husbandry (continued) all of the children (despite location)	3-6	and finite if early introduction to the above is instructed with great care. The children know the differences between the animal foods and can explain why they eat differently. Therefore, a mutual respect evolves and is the observable behavior.	unconsciously aware of the habits, personal traits that each animal expounds.	

# EXERCISES

AGE	EXERCISE	PURPOSE	BEHAVIOR DESIRED
2½ - 4½	Dressing frames - 7 levels (buttons-large and small, snaps, hooks and eyes, slippers, laces and laces and hooks)	Give child opportunity to use common closures; aid in small motor coordination.	Child can complete frame without assistance.
3 - 6	Table Washing - 2 Sets	Learn careful and effective use of soap and water; follow necessary sequence of activities.	Enjoy scrubbing table without flooding work area.
3 - 6	Hand Washing - (Set complete with manure stems and hand lotion)	Help child develop joy in good grooming.	Child cleans hands thoroughly remembering to clean nails, push back cuticles and apply lotion if desired
3½ - 6	Cloth Washing - (Polishing cloths, dusting cloths and other classroom cloths are washed using a child-sized scrub board)	Same as table washing	Child takes pride in getting cloths thoroughly clean and ready for re-use.
3½ - 6	Fabric Folding - 2 kinds ((1) dusting and polishing cloths are folded and put away after washing; (2) large fabric squares have stitching indicating whether they are to be folded in halves or quarters in a rectangular or triangular shape)	Aid in development of motor coordination; instruction to different shapes.	Child folds cloths carefully, being sure corners match
3½ - 6	Care of Plants - (Children water and mist plants as needed)	Arouse interest in plants, their varieties and different needs	Child waters and mists plants appropriately; does not over-water cactus.

AGE	EXERCISE	PURPOSE	BEHAVIOR DESIRED
3½ - 6	Button Sewing-(using embroidery hoop for stability)	Teach child careful and appropriate use of needle	Child successfully sews button on fabric square
4 - 6	Embroidery, crocheting, etc.	Teach child handwork skills	Child selects own handwork project; request necessary assistance
3 - 6	Nuts and Bolts - (Washers, screws, nails, etc.)	Teach child how to use, identify and treat properly nuts, bolts, screws	Child assembles a wagon, for exp. using set complete with wood, nuts, bolts & washers
4½ - 6	Hammering	Teach use of hammers and nails	Child drives nail without bending it



MATERIALS	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
second incorporates a change in tempo. Later musical pieces may be appropriate for skipping or running.	2½-up	See previous page	See previous page
Words and music for simple traditional folk songs	2½-up	They provide pleasure and an introduction to the world of music.	Children learn to sing on key, develop a fondness for a variety of songs and folk tunes and are in song-leading when they are able.
Percussion Band (i.e. jingle bells, triangles, 2-4 drums, maracas, wood blocks, tambourines and shakers)	2½-up	Provide an initial experience in the variety of musical sounds which may be easily made.	Children recognize the individual instruments by sound and know when they are an appropriate accompaniment to a piano-played tune. Children work out their own rhythm patterns for presentation to the whole group.
Record player, pictures of instruments and composers	3-on	To help the child associate the sound of a given instrument with a picture of that instrument when musical compositions are played, the pictures of the instruments are shown to the class.	Children begin to develop real pleasure in the recognition of the beauty inherent in musical composition.
Records of simple circle and square dance music	2½-on	Provide the children with the experience of learning a simple circle dance and eventually a square dance with more complex steps.	Children enjoy physical movement and suggest dancing as a group activity.

2

#### THE GRONG RIDGE MONTessori SCHOOL

Procedures for evaluating the curriculum:

- I. Review and use of teacher records regularly, September through June.
  - Administrator and staff conferences with Educational Director every two weeks.
  - Review of the needs of the child.
- II. Semi-annual meetings for planning based on fall conferences and evaluation held in December for the rest of the school year; during the first week of September before school opens plans for the ensuing months will be made based on previous records and evaluations of our school and school records for any transfer students.
  - a. Teachers' evaluations
  - b. Standardized tests
    - (1) Metropolitan Achievement tests
    - (2) Iowa tests of Basic Skills
    - (3) Otis - Lemon (Mental Age)
  - c. Staff monthly meetings
  - d. Pupil performance
  - e. Student progress
    - (1) Parent-teacher conferences
    - (2) Short form progress reports to parents

MATERIALS	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
general and may be used with any or all of the envelopes.	2½-on	To help inspire interest in and wonder at nature.	Children want to assist in the planting, watering, and weeding of the cultivated flower beds and vegetable garden.
Outdoor school environment	2½-on	To reveal different phenomena in the plant world and to help deepen the growing respect the children are developing for living things.	Children learn about the individual plants and have an interest in helping to maintain their well-being.
Indoor Environment (Plants) Plant life (a collection of varied plants--the margins vary, leaf-shapes vary, root structures vary, colors vary, some are flowering and some are not; some need lots of water and others require very little)	2½-on	Give child specific practice with the vocabulary of plants to which he/she's already been exposed in informal discussions.	Child can look at picture and know that what is pictured is a tree, a root, a petal, etc.
Language Cards illustrating the parts of plants	4	As above, only with trees.	Children enjoy planting seeds and watching them grow so they initiate the activity themselves.
Language Cards illustrating the parts of trees	4	As above, only with trees.	Children enjoy planting seeds and watching them grow so they initiate the activity themselves.
Marigold seeds, pots, soil and small shells, stones or broken pieces of pottery	2½-on	Give children the experience of planting and tending their own flower.	Children enjoy planting seeds and watching them grow so they initiate the activity themselves.

5

#### ART CURRICULUM

Introductory Comment: The child expresses his/her own innate creativity. The job of the teacher is to enjoy art herself or himself and thereby make an effort to prepare the child's interest, then give him/her the tools and provide the opportunity for their use.

MATERIALS	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Easel, tempera paints, large brushes and paper	2½-on	To allow the child to experiment with the use of paint. It aids in the development of hand-eye coordination and provides practice in the use of color and the creation of pleasing design.	Child paints with pleasure and develops more and more personal style and interest in self-expression.
Pieces of bright colored paper, different textures or fabric and paste for collage-making	2½-on	To allow the child an experience in designing which differs from painting. Different textures are made available for collage-making.	Children begin to suggest materials the teacher has not thought of that they would like to include in their collage-making.
Holiday decoration Preparation and card making for birthdays etc. Lessons, construction projects, puppets, etc.) - Teacher does cutting for those who are not yet ready to safely do their own.	2½-on	Children learn how to enhance celebrations by the creation of decorations which express their own feelings.	Children use own ideas in the preparation of cards, or paper chains, or mobile or whatever.
Handcraft Materials (learn for knitting, fabric and embroidery thread for needlework, room and nylon loops for making woven squares, etc.	3½-on	Children learn basic stitches.	After mastering of basics, children use own imagination.

8

#### PROGRESS REPORT - BI-MONTHLY

Please remember this is but a brief glance at \_\_\_\_\_ is doing. Plan to call \_\_\_\_\_ at one of the times shown if you have any questions. TIMES: \_\_\_\_\_

- A. PRACTICAL LIFE \_\_\_\_\_ is currently most interested in the following materials:
- B. SENSORIAL \_\_\_\_\_ is currently most interested in the following materials:
- C. MATH \_\_\_\_\_ is currently most interested in the following materials:
- D. LANGUAGE \_\_\_\_\_ is currently most interested in the following materials:
- E. ART \_\_\_\_\_ is currently most interested in the following materials:

#### PROGRESS REPORT - BI-MONTHLY (Continued)

F. MUSIC \_\_\_\_\_ is currently most interested in the following materials:

G. SOCIAL INTERACTION: S/he is generally cooperative: YES \_\_\_\_\_ NO \_\_\_\_\_  
 S/he helps others when appropriate: YES \_\_\_\_\_ NO \_\_\_\_\_  
 S/he especially enjoys doing the following work \_\_\_\_\_ with \_\_\_\_\_

H. INITIATIVE: S/he needs encouragement to do more \_\_\_\_\_  
 S/he is self-motivated and rarely requires outside suggestions.

#### I. ACCOMPLISHMENT

1. The following areas are ones in which your child is doing the work appropriate to his age: \_\_\_\_\_
2. The following area(s) are ones in which there is need for more effort: \_\_\_\_\_

Please call \_\_\_\_\_ if any items are mentioned in item #2 above.

2

8

MATERIALS	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Clay, wooden cutting board	2½-on	Children learn how to make balls and progress to container and later animal forms in clay.	Child enjoys working with clay and is able to decide what s/he wants to make.
Prints of significant paintings from different styles, reproductions and (these prints are displayed on walls one or two at a time)	2½-on	Provides basis for a discussion of the elements of appreciation of a painting.	Children recognize the work of an artist or two whose work they find beautiful and/or meaningful.
Books about paintings and sculpture	4½-on	Provides reference material for following up on a discussion about a particular painting.	The child begins to formulate simple questions in his/her own mind about painting styles and goes to reference material independently.
Water colors, small brushes, metal insect material	5-on	Child draws a design with the metal insets and paints it carefully with watercolors in order to experience the greater control s/he has when using paints that can be more readily mixed and finer quality brushes.	Child paints metal insets carefully and goes on to paint simple scenes with great care.

2

Final Note: In Art the tools are given, but it is the children's desires that lead. Some will pursue painting, some embroidery, some carving in soap and others will think of new things to do.

#### MUSIC CURRICULUM

Introductory Comment: Music is a second language and should be presented that way. As a "language" it has some important components, i.e. pitch; tone quality or timbre; rhythm which is related to the beat. It is helpful to the child when each of these components is sorted out separately so that the child may concentrate on each in turn. Of course, all are combined when a group sings or listens to music and those experiences should run parallel to the ones which attempt to isolate the component parts.

MATERIALS	AGE RANGE	PURPOSE	DESIRED BEHAVIOR
Bells (see sensorial curriculum for description of the bell set)	2½-up	To aid the child in developing pitch discrimination.	Initially, the child learns to handle the bells carefully and to make the sound. Next, some imitate the sound. Next, some matching exercises in which the children select randomly balls to mix up and then match with the appropriate white bells. When the balls are appropriately matched, they have been returned to the proper order of the child's own choosing. The matching is successful in the matching exercises s/he may move on to grading exercises. S/he begins by grading two or three balls and continues until s/he can mix the entire set of brown-based bells and arrange them properly. Finally, the child is presented with a picking kit of playing simple tunes on the bells.
The oval marked on chessboard, record player and music with simple walking beat. The first record used has a constant tempo but the	2½-up	Development of control of movement and the development of a sense of rhythm.	Children walk with a constant rhythm when there is no change in tempo, but change their walk when the tempo speeds or slows down.

# DUPLICATE CERTIFICATE OF PUBLICATION

PETITION FOR SPECIAL HEARING  
3rd DISTRICT  
LOCATION: East side of Ridge Road 2400 feet South of Old Court Road  
DATE & TIME: Thursday, October 12, 1980 at 10:00 A.M.  
PUBLIC HEARING: Room 106, County Office Building, 111 W. Chesapeake Avenue, Towson, Maryland.  
The Zoning Commissioner of Baltimore County, by authority of the Zoning Act and Regulations of Baltimore County, will hold a public hearing:  
Petition for Special Hearing under Section 500.7 of the Zoning Regulations of Baltimore County, to determine whether or not the Zoning Commissioner and/or Deputy Zoning Commissioner should approve that the Odong Montessori School should be considered as a school, and not a Day Care Center.  
All that parcel of land in the Second District of Baltimore County Starting at the intersection of Ridge Road and Old Court Road proceed 4500 feet South to the intersection of entrance drive of 2727 Ridge Road, N 89° 48' E 1203.91' to S 85° 28' E 247.50' to S 87° 04' W 600' to S 88° 46' W 1000' to N 12° 18' E 400' to N 86° 40' W 294' to N 11° 35' E 30' to N 4° 50' W 48.18' to N 7° 06' W 79.91' to N 13° 15' W 220'.  
Being the property of Daniel Kim, et ux, as shown on plat plan filed with the Zoning Department.  
Hearing Date: Thursday, October 12, 1980 at 10:00 A.M.  
Public Hearing: Room 106, County Office Building, 111 W. Chesapeake Avenue, Towson, Maryland.  
By Order of  
WILLIAM E. HAMMOND,  
Zoning Commissioner  
of Baltimore County  
Sept. 25.

TOWSON, MD., September 25, 1980  
THIS IS TO CERTIFY, that the annexed advertisement was published in THE JEFFERSONIAN, a weekly newspaper printed and published in Towson, Baltimore County, Md., on the 16th day of one time successive weeks before the 16th day of October, 1980, the first publication appearing on the 25th day of September, 1980.

THE JEFFERSONIAN  
S. Frank Strickland  
Manager.

Cost of Advertisement, \$ 19.75

Mr. Glen Fallin, P.A.  
8235 Penn Lardall Place #103  
Upper Marlboro, Md. 20870

Marks and Cooke, Inc.  
219 West Joppa Road  
Baltimore, Md. 21204

## BALTIMORE COUNTY OFFICE OF PLANNING & ZONING

County Office Building  
111 W. Chesapeake Avenue  
Towson, Maryland 21204

Your Petition has been received and accepted for filing this 8th day of September, 1980

WILLIAM E. HAMMOND  
Zoning Commissioner

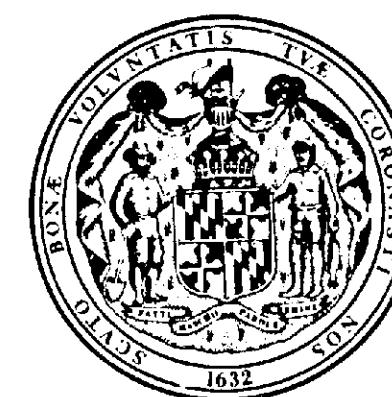
Petitioner Daniel Kim, et ux  
Petitioner's Attorney Glen Fallin

Reviewed by: Nicholas E. Commodari  
Chairman, Zoning Plans  
Advisory Committee

## Department of Education

CODE OF MARYLAND REGULATIONS  
13.09.01.02B

Standards for Nonpublic Nursery  
Schools and Kindergartens



P.O. BOX 8717  
BWI Airport  
Baltimore, Maryland 21240

PETITION MAPPING PROGRESS SHEET										
FUNCTION	Wall Map		Original		Duplicate		Tracing		200 Shee.	
	date	by	date	by	date	by	date	by	date	by
Descriptions checked and outline plotted on map										
Petition number added to outline										
Denied										
Granted by ZC, BA, CC, CA										
Reviewed by: <u>DS</u>	Revised Plans: Change in outline or description Yes <input type="checkbox"/> No <input type="checkbox"/>									
Previous case:	Map #									

No. 091745

BALTIMORE COUNTY, MARYLAND  
OFFICE OF FINANCE-REVENUE DIVISION  
MISCELLANEOUS RECEIPT

DATE 9/17/80 ACCOUNT 01-662

AMOUNT \$25.00

RECEIVED FROM Gilbert D. Cooke

FOR Filing Fee for Case No. 81-82-SPH

25.00

VALIDATION OR SIGNATURE OF CASHIER

No. 095145

BALTIMORE COUNTY, MARYLAND  
OFFICE OF FINANCE-REVENUE DIVISION  
MISCELLANEOUS CASH RECEIPT

DATE February 2, 1981 ACCOUNT 01-662

AMOUNT \$59.05

RECEIVED FROM Ruth K.1

FOR Adv. & Posting for Case No. 81-82-SPH

59.05

VALIDATION OR SIGNATURE OF CASHIER

## CERTIFICATE OF POSTING ZONING DEPARTMENT OF BALTIMORE COUNTY Towson, Maryland

District 2nd Date of Posting Sept. 27, 1980  
Posted for: PETITION FOR SPECIAL HEARING  
Petitioner: DANIEL KIM, et ux  
Location of property: E/S RIDGE RD. 2400' S OF OLD COURT RD  
Location of Signs: E/S RIDGE RD. 2400' S OF OLD COURT RD  
Remarks: AT RIDGE RD. ENTRANCE ROAD TO PROPERTY  
Posted by: Thomas R. Roland Date of return: OCT. 7, 1980  
Number of Signs: ONE

## BALTIMORE COUNTY OFFICE OF PLANNING & ZONING

County Office Building  
111 W. Chesapeake Avenue  
Towson, Maryland 21204

Your Petition has been received this 1 day of August, 1980  
Filing Fee \$ 25.00 Received: ☒ Check ☐ Cash ☐ Other

GILBERT D. COOKE  
219 W. JOPPA RD.  
TOWSON, MD. 21204

8236744

William E. Hammond, Zoning Commissioner

Petitioner Daniel Kim Submitted by  
Petitioner's Attorney Reviewed by

\*This is not to be interpreted as acceptance of the Petition for assignment of a hearing date.

maryland  
standards  
for nonpublic  
elementary schools

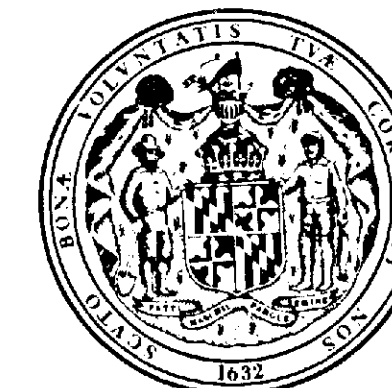
Effective July 1, 1976, the codification  
reference for this bylaw was changed from  
012:3 to 13.09.01.02C.

MARYLAND SCHOOL BULLETIN, Volume XLVIII, October 1972, Number 1  
Maryland State Department of Education, Baltimore Maryland 21240

## Department of Health and Mental Hygiene

CODE OF MARYLAND REGULATIONS  
10.05.01

Group Day Care Centers



201 West Preston Street  
Baltimore, Maryland 21201



Bylaw 912:3  
standards  
for nonpublic  
elementary schools

Adopted by the  
Maryland State Board of Education  
on May 31, 1972

Maryland State Department of Education  
Division of Certification and Accreditation  
P.O. Box 8717 — Friendship International Airport  
Baltimore, Maryland 21240

COMAR 13.09.01.02B  
STANDARDS FOR NONPUBLIC NURSERY  
SCHOOLS AND KINDERGARTENS

(1) Certificates of Approval.

(a) Issuance.

(1) An individual or a partnership, group, cooperative, or corporation, henceforth known as applicant, applying for a certificate of approval to operate a school shall furnish that information as the State Superintendent of Schools or his designated agent deems necessary and proper and in the manner and on forms prescribed by him.

(2) Applicants should contact the State Department of Education at least 6 months before the date they plan to open a school.

(3) Applicants shall submit all required information to the State Department of Education at least 6 weeks before the date they plan to open a school.

(4) Applicants shall be granted authorization to open a school when the State Superintendent of Schools or his designated agent is satisfied that the provisions of the statutes, standards, and regulations governing schools can be met. A school cannot begin operation until authorization has been granted by the State Superintendent of Schools or his designated agent.

(5) Applicants may be granted tentative approval by the State Superintendent of Schools or his designated agent to operate a school for periods of one year or more pending the issuance of a certificate of approval.

(6) Applicants shall be issued a certificate of approval when the State Superintendent of Schools is satisfied that the provisions of the statutes, standards, and regulations governing schools have been met.

(b) Conditions and Limitations.

(1) Certificates of approval shall be issued to the individual, partnership, group, cooperative, or corporation in whom ultimate authority for governing and operating the school is vested.

(2) The certificate of approval shall be limited to the individual, partnership, group, cooperative or corporation, and the location, classification, and name of the school as specified on the certificate.

Annotated Code of Maryland

Article 43

Health

GROUP DAY-CARE CENTERS

§707. Declaration of policy.

It is declared to be the policy of the State of Maryland that the condition of childhood is such that the child is not capable of self-protection, and when the child's care is given over to others, certain mental and physical risks arise calling for reasonable protective measures to offset these risks. Since the basic purpose is to protect children, the measure of accomplishment of the purpose is not to limit a parent in securing the help of responsible relatives or friends in giving day care to his children. Rather, it is to aid parents and protect children from the risk present when their children are cared for by individuals other than relatives or friends and when children of more than one family are cared for together or use the same facility on different days.

§708. Definitions.

As used in this subtitle,

(1) *Person* means any individual, individuals, association, or corporation, or any State, county, or municipal agency or any division, board, or agency thereof.

(2) *Board* means the State Board of Health and Mental Hygiene.

(3) *Local health officer* means the deputy State health officer or the commissioner of health in Baltimore City.

(4) *Group day-care center* means an agency or institution offering or supplying group care to five or more children who have not the same parentage, for a portion or all of a day and on a regular schedule more often than once a week.

(5) *Child* or *children* means an individual or individuals under sixteen years of age.

(6) *Institution* means an establishment of public or private character or one affecting a community.

Board of Education

Maryland State Board of Education

Members of the Board	Year Term Expires
Jerome Frampton, Jr. <i>President</i>	Federalsburg 1973
Richard Schifter <i>Vice President</i>	Bethesda 1974
Lawrence Miller	Baltimore 1977
Mrs. Roger W. Moyer	Annapolis 1977
Mrs. William F. Robie	La Plata 1975
Ross V. Smith	Thurmont 1974
William G. Sykes	Baltimore 1976

James A. Sensenbaugh  
*Secretary-Treasurer of the Board and State Superintendent of Schools*

Bylaw 912:3  
standards  
for nonpublic  
elementary schools

912:31 STATEMENT OF PURPOSE, PHILOSOPHY, AND OBJECTIVES

It shall be the responsibility of each school to formulate a written statement of its purpose, philosophy, and objectives. This statement shall include the primary reasons for which the school is established; the beliefs, concepts, and attitudes on which the school's program is based; and the goals toward which the school's efforts are directed. The statement shall be sufficiently explicit to facilitate an evaluation in terms of what the school is striving to accomplish (its purpose, philosophy, and objectives) and in terms of the extent to which it is meeting the needs of the pupils who are enrolled. The statement of purpose, philosophy, and objectives shall be used as guidance on such matters as the character and number of pupils to be served; the instructional program to be offered; and the services to be provided pupils, as well as selection of faculty and staff, design and use of facilities, financing, and organization.

912:32 PERSONNEL

A. Administrative Personnel

1. Each school shall designate a person to be responsible for the administration of the school. He shall have sufficient time, training, and ability to carry out effectively the duties involved.
2. The person responsible for the administration of a school which has nursery school, kindergarten, elementary, and secondary classes, or any combination thereof, need not have training at each of these levels; however, a staff member, responsible to him, must be assigned to coordinate and supervise the educational program at each level. The person assigned this responsibility shall have sufficient time to carry out effectively the duties involved. He shall have a bachelor's degree from an accredited institution and as a part thereof, or in addition to, twelve semester hours in education at the level of his major assignment. In addition, this person shall have had at least three years of teaching experience.

B. Teaching Personnel

1. Teachers assigned to teach all or most of the subjects for a single class shall have earned a bachelor's degree from an accredited institution and as a part thereof, or in addition to, twelve semester hours in the field of elementary education, including courses in both human growth and development and methods of teaching elementary education.
2. Teachers assigned to teach in specific subject areas such as mathematics, language arts, social studies, and science shall have earned a

DEPARTMENT OF EDUCATION

Schools shall report to the State Superintendent of Schools or his designated agent any change in fact recorded on the certificate of approval within 30 days of its occurrence.

(3) The certificate of approval shall be valid until revoked or declared null and void by the State Superintendent of Schools.

(4) The certificate of approval may not be sold, transferred, or pledged.

(5) The certificate of approval shall be posted in a conspicuous place on the premises to which it applies.

(6) Schools issued a certificate of approval shall be open for inspection by the State Superintendent of Schools or his designated agent at all reasonable times.

(7) Schools issued a certificate of approval shall be required to furnish such information and reports from time to time as the State Superintendent of Schools deems necessary and proper and in the manner and on forms prescribed by him.

(c) **Revocation.** Certificates of approval issued to nursery schools and kindergartens shall be revoked by the State Superintendent of Schools in the manner prescribed in Art. 77, § 11, when the school willfully violates any provision of the statutes, standards, or regulations governing them; or when the conditions are such that the school should be closed.

(d) **Nullification.** Certificates of approval issued to nursery schools and kindergartens shall become null and void when there is any change in fact recorded on them or when the school ceases operation. When either of the above conditions occurs the school shall notify the State Superintendent of Schools or his designated agent within 30 days of its occurrence.

(2) Definitions.

In these regulations, the following terms have the meanings indicated.

(a) "School" means any individual, partnership, group, cooperative, or corporation offering instruction in any specific place or places used primarily for instruction purposes, to which pupils come in groups; or any individual, partnership, group, cooperative, or corporation representing itself in such a manner as to connote the offering of a program of kindergarten or nursery school work.

NONPUBLIC NURSERY SCHOOLS AND KINDERGARTENS

(b) "Nursery school" means a school operated under nonpublic auspices enrolling pupils under 5 years of age on a regular basis.

(c) "Kindergarten" means a school operated under nonpublic auspices enrolling pupils 5 years of age on a regular basis.

(d) "Instruction" means any method or procedure used to impart knowledge or develop skills.

(e) "Class" means a group of pupils scheduled to report regularly at a particular time to a particular teacher.

(f) "Activity" means an educational procedure designated to stimulate learning through first hand experience.

(g) "Advertisement" means any statement of the school given to the public, in writing or otherwise, through any media which is intended to induce any person to seek admission to, or otherwise engage in any contract of admission to, the school.

(h) "Pupil" means an individual for whom instruction is provided.

(i) "Teacher" means a person who meets the minimum requirements for a teacher as described in these regulations and who is employed by the school on a full time or part time basis for the purpose of teaching. The term "teacher" may not be applied officially to persons who do not meet the minimum requirements.

(j) "Supportive Personnel" means a person who meets the minimum requirements for supportive personnel as described in these regulations and who is employed by the school on a full time or part time basis. Professional job titles, such as librarian, counselor, or nurse, may not be applied officially to individuals who do not meet the minimum requirements for their assignment.

(3) Statement of Purpose, Philosophy, and Objectives.

It is the responsibility of each school to formulate a written statement of its purpose, philosophy, and objectives. This statement shall include the primary reasons for which the school is established; the beliefs, concepts, and attitudes on which the school's program is based; and the goals toward which the school's efforts are directed. The statement shall be sufficiently explicit to facilitate an evaluation in terms of what the school is striving to accomplish (its purpose, philosophy, and objectives) and in terms of the extent to which it is meeting the needs of the pupils who are enrolled. The statement of purpose, philosophy, and objectives shall be used as guidance on

§709. License required.

No person shall establish, conduct, maintain, or operate a group day-care center in this State without holding a license under this subtitle.

§710. Filing notarized application.

A person desiring a license to establish and operate a group day-care center or to continue the operation of an existing group day-care center shall file a notarized application with the local health officer, setting forth the name of the applicant, the location of the center, the name of the person to be in charge of the center, and such additional information as the local health officer or the Board may require.

§711. Issuance, transfer and expiration of license.

The local health officer shall issue a license to any person to establish, maintain, and operate a group day-care center if he determines that the person has complied with the provisions of this subtitle and the regulations issued thereunder by the Board. A license granted hereunder is not assignable or transferable. All licenses expire automatically one year after issue, unless sooner revoked or suspended, and licenses are renewable for successive periods of one year each, upon compliance with the current requirements for original issue.

§712. Revocation or suspension of license; injunction.

(a) A license issued under this subtitle may be revoked or suspended by the Commissioner of the State Department of Health, who may delegate this power to the local health officer. The revocation or suspension may be for such period as determined by the Commissioner or the local health officer, and shall be based upon a finding that the licensee has violated some provision of this subtitle or of the regulations adopted and promulgated thereunder, including any act or fact which would have been cause for refusing the original or renewal issue of the license. Prior to the revocation or suspension the licensee shall be given an opportunity for a public hearing before the State Commissioner of Health or the local health officer, as the case may be, with not less than ten days' notice of the hearing and an opportunity to be represented by counsel.

(b) Under circumstances which in the judgment of the local health officer seriously threaten the health, welfare, or security of a child or children in a group day-care center or the health or welfare of the community, the State Commissioner of Health or the local health officer, as the case may be, may petition in equity in the circuit court of the county in which the center is located, or in an equity court of the Supreme Bench of Baltimore City, for an injunction to forbid the further operation of the center during the period prior to the public hearing. If in the judgment of the court the continued operation of the center may seriously injure the health, welfare, or security of a child or children in the center or the health or welfare of the community, it may enjoin the further operation of the center until the hearing has been held and a decision is reached on the proposed revocation or suspension of the license.

§713. Rules and regulations of Board.

The Board shall adopt and promulgate regulations for the licensing and operation of group day-care centers, to carry out the intent and requirements of this subtitle, to assure conditions of safety and sanitation in the centers, to make satisfactory provision for the care, protection, and supervision of children in centers, and to promote the sound growth and development of children in centers. From time to time the Board may modify, amend, or repeal these regulations, as it deems in the public interest.

§714. Alteration of building or changes in facilities.

A licensee under this subtitle who wishes to make any substantial alteration of or addition to its building or plant or to make any changes in its facilities which could materially affect the conditions under which it was licensed shall secure the prior approval of the local health officer therefor.

§715. Appeals.

A person aggrieved by a refusal to issue a license under this subtitle, by a revocation or suspension of a license, or by any other action of a local health officer or the Commissioner of the State Department of Health under this subtitle may appeal therefrom to the Board and thereafter may seek judicial review, all as provided in the Administrative Procedure Act in Article 41 of this Code.



bachelor's degree from an accredited institution and as a part thereof, or in addition to, eighteen semester hours in the area of their major teaching assignment.

3. In a school which represents itself as a Montessori school, the teachers shall have earned a bachelor's degree from an accredited institution and a Montessori diploma for the level which they are teaching from an institution accepted by the State Department of Education.

#### C. Supportive Personnel

1. All supportive personnel such as librarians, counselors, and social workers shall have earned a bachelor's degree from an accredited institution and as part thereof, or in addition to, eighteen semester hours in their professional field.
2. All medical personnel, including, but not limited to, nurses and physicians, shall hold all licenses required by the State of Maryland to practice in this State.
3. Aides may be used to assist teachers but must not be used to supplant them or serve as regular, long-term substitute teachers. They shall possess personal qualifications for working with pupils. All aides must be thoroughly prepared for their assigned duties and must be under the direct supervision of a staff member.

- D. Provisions for Waiver—Upon application by the administrative head of a school, the State Superintendent of Schools may waive the training requirements of personnel in Bylaw 912:32, A, B; and C, 1, if he finds justification by reason of the person's excellence in previous teaching or other occupational experience, special preparation, or other exceptional qualifications. The application for a waiver shall include sufficient data to justify the request.

#### E. Exceptions During Transition

1. The training requirement of Bylaw 912:32, A, B; and C, 1, shall not apply to personnel employed at the time of its adoption, provided that said personnel are fifty-five years of age or older.
2. Personnel employed at the time of the adoption of Bylaw 912:32, A, B; and C, 1, who do not meet the new training requirements, must submit plans to meet these requirements to the State Department of Education on forms provided by the Department. These plans shall include at least six semester hours per calendar year until the minimum requirements are met.
3. Upon application by the administrative head of a school, the State Superintendent of Schools may waive the requirements of Bylaw 912:32, E, 2, if he finds justification by reason of the person's excellence in previous teaching or other occupational experience, special preparation, or other exceptional qualifications. The application for a waiver shall include sufficient data to justify the request.

- F. Ratio of Staff to Pupils—Staffing and class size must be determined in relation to the purpose, philosophy, and objectives of a school; needs and abilities of the pupils; and the nature and purpose of a particular educational activity, as well as the size and use of the classroom space. Consequently, it is difficult to recommend a specific number as being the desirable number of pupils in a class in all situations. However, when

staffing schools with classroom teachers, ratios ranging from one classroom teacher for each 28 pupils to one for each 25 pupils are recommended.

#### 912:33 INSTRUCTIONAL PROGRAM

- A. Program of Studies—The school shall have a written curriculum guide reflecting its purpose, philosophy, and objectives. The program of studies shall include language arts, social studies, mathematics, and science. Programs in music, art, health, and physical education should also be provided.

- B. Methods, Techniques, and Procedures—The teachers shall employ methods, techniques, and procedures designed to meet the needs and interests of each pupil.

- C. Evaluation—The school shall show evidence of continuous evaluation of the content, methods, and procedures of its program in light of recent professional research and experimentation.

#### D. Media

1. The school shall provide a media collection which includes a variety of both print and nonprint materials in sufficient quantity and quality to support the instructional program and provide resources for the academic needs and special interests of the pupils. Dictionaries, encyclopedias, magazines, newspapers, paperbacks, films, recordings, transparencies, and maps shall be included as well as professional materials for use by the staff. Sufficient audio-visual equipment and materials should be available to encourage a multi-media approach to teaching and learning.

2. Schools offering a program in grades 1 to 6, or the equivalent in schools not organized by grades, shall have a collection of at least 3,000 print and nonprint items or 10 items per pupil, whichever is greater. Schools offering a program of fewer or more than grades 1 to 6 shall have a collection of at least 500 items per grade or 10 items per pupil, whichever is greater. An item may be a book, either hard cover or paper back, film, filmstrip, tape, record, globe, slide, kit, completed transparency, or newspaper or periodical subscription. Books classified as textbooks cannot be included in the item count unless they are used in limited numbers as reference books.

New schools shall have at least one-third of the required collection by the end of the first year of operation and the additional items by the end of the third year.

Schools approved by the State Superintendent of Schools at the time of the adoption of Bylaw 912:33, D, 2, which do not meet the new media requirements, shall meet the new requirements within three years of the adoption of this bylaw.

3. All print and nonprint media shall be catalogued and classified in an approved classification system.

4. Schools should make every effort to establish a media program under the direction of a qualified person with additional aides and technicians as needed. The staff should be large enough to assure that the media program is carefully planned and fully implemented; that the resources

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matters such as the character and number of pupils to be served; the instructional program to be offered; and the services to be provided pupils, as well as selection of faculty and staff, design and use of facilities, financing, and organization.

#### (4) Personnel.

(a) General. The members of the staff shall be trained in their fields and there shall be satisfactory evidence of continuing professional preparation and growth. All staff members must be in good physical and mental health. Inservice programs under the direction of a qualified staff member should be planned and provided for all staff members.

#### (b) Administrative Personnel.

(1) Each school shall designate a person to be responsible for the administration of the school. He shall have sufficient time, training, and ability to carry out effectively the duties involved.

(2) The person responsible for the administration of a school which has nursery school, kindergarten, elementary, and secondary classes, or any combination of that, need not have training at each of these levels; however, a staff member, responsible to him, shall be assigned to coordinate and supervise the educational program at each level. The person assigned this responsibility shall have sufficient time to carry out effectively the duties involved. He shall have a bachelor's degree from an accredited institution and as a part of it, or in addition to, 12 semester hours in education at the level of his major assignment. In addition, this person shall have had at least 3 years of teaching experience.

(3) In schools which have only nursery school or kindergarten classes or both, and three or more teachers, the person responsible for the administration of the school need not have training at this level; however, a staff member, responsible to him, shall be assigned to coordinate and supervise the educational program. The person assigned this responsibility shall have sufficient time to carry out effectively the duties involved. He shall have a bachelor's degree from an accredited institution and as a part of it, or in addition to, 12 semester hours in the field of early childhood education including courses in both human growth and development and methods of teaching early childhood education. In addition, this person shall have had at least 3 years of teaching experience.

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#### (c) Teaching Personnel.

(1) Teachers shall have earned a bachelor's degree from an accredited institution and as a part of it, or in addition to, 12 semester hours in the field of early childhood education including courses in both human growth and development and methods of teaching early childhood education.

(2) In a school which represents itself as a Montessori school, the teachers shall have earned a bachelor's degree from an accredited institution and a Montessori diploma for the level which they are teaching from an institution accepted by the State Department of Education.

(3) There shall be an adequate plan for substitutes when regular staff members are absent. Every effort shall be made to provide substitutes who meet the qualifications required of regular teachers, particularly in cases where a substitute is needed for longer than a 2 week period.

#### (d) Supportive Personnel.

(1) Aides may be used to assist teachers but may not be used to supplant them or serve as regular, long-term substitute teachers. They shall possess personal qualifications for working with pupils. All aides shall be thoroughly prepared for their assigned duties and shall be under the direct supervision of a staff member.

(2) A parent may serve as aide to the teacher. She shall have been well oriented to the program and her responsibilities, before she serves in this capacity. Cooperative schools may develop their own procedures for preparing the parent for this position.

(3) All supportive personnel such as librarians, counselors, and social workers shall have earned a bachelor's degree from an accredited institution and as a part of it, or in addition to, 18 semester hours in their professional field.

(4) All medical personnel, including nurses and physicians, shall hold all licenses required by the State of Maryland to practice in this State.

(e) Provisions for Waiver. Upon application by the administrative head of a school, the State Superintendent of Schools may waive the training requirements of personnel in §§B(4)(b), B(4)(c), and B(4)(d)(1), if he finds justification by reason of the person's excellence in previous teaching or other occupational experience, special preparation, or other exceptional qualifications.

#### §716

#### ANNOTATED CODE OF MARYLAND

#### §716. Penalty.

Any person who maintains and operates a group day-care center without a license, or who violates any provision of this subtitle or of a regulation adopted and promulgated thereunder is guilty of a misdemeanor. Upon conviction thereof he shall be liable to a fine of not more than five hundred dollars (\$500.) for any subsequent offense; and each day that a group day-care center operates illegally after a first conviction shall be considered as a separate offense.

#### §717. Construction or application of subtitle.

Nothing in this subtitle shall be construed or applied in any manner to supersede or prevail over (1) the rights and powers of the State and local department of public welfare, (2) the rights and powers of the State and local department of education, (3) any building code or zoning provisions in effect in any local area, or (4) a home, facility, or agency other than the group day-care centers here defined.

#### Title 10 DEPARTMENT OF HEALTH AND MENTAL HYGIENE

#### Subtitle 05 DAY CARE SERVICES

#### Chapter 01 Group Day Care Centers

Authority: Article 43, §707 et. seq.,  
Annotated Code of Maryland

#### .01 Scope.

A. These regulations governing group day-care centers shall apply to day-care centers under private non-profit, proprietary, public, and religious auspices. The regulations may not apply to family day-care homes, summer day-camps, State Department of Education approved non-public schools and kindergartens, religious schools exempt from approval under Article 77, §12, Annotated Code of Maryland, and facilities operated by public school systems and by county or city departments of recreation.

B. These regulations affect all group day care centers, except that medical examinations, staffing, grouping, program, and equipment are differentiated for children 2 to 6 years old, and for school-age children 6 to 16 years old.

#### .02 General Definitions.

A. "Approved" means in satisfactory compliance with practice acceptable to the local health officer, or other appropriate authority designated by law to give approval in the matter in question.

B. "Director" means that person in a center who is responsible for planning and supervising the children's program.

C. "Group day-care center" means an agency or institution offering or supplying group day care to five or more children who do not have the same parentage, for a part or all of a day and on a regular schedule more than once a week. Hereinafter, "group day-care center" is referred to as "center".

D. "Group leader" means that person in a center who is in charge of a single group of school-age children 6 to 16 years old and working under the supervision of the director.

E. "Hearing officer" means the Secretary of Health and Mental Hygiene or an authorized representative so designated by his office.

- of teaching and learning are wisely selected and made accessible; and that individualized media services to pupils and staff are provided.
5. The media services should include space and facilities for adequate display and storage as well as arrangements for reading, studying, listening, and viewing by individuals and groups.
  6. Selection of media should involve both staff and pupils and be based on their needs and interests.

#### 912:34 ADMINISTRATION

##### A. School Year

1. The recommended number of actual school days in the school calendar is at least 180, exclusive of holidays. In no case shall the number of school days be fewer than 170.
2. A school calendar shall be developed annually prior to the opening of school and shall show the dates for the opening and closing of the school, holidays, vacations, and other pertinent events or activities in the school's schedule for the year.

**B. School Day**— The length of the school day shall be adequate to the purpose and objectives of the school. The daily schedule should provide reasonable periods for work, meals, and relaxation. The school day shall provide at least four clock hours for grades one through three and at least five clock hours for grades four through eight for an organized program, excluding time for meals. This requirement may be waived by the State Superintendent of Schools if he finds that the program at any school is of such quality in terms of achieving the standards of the Maryland State Board of Education for elementary education as to justify such a waiver.

**C. Admission Requirements**— There shall be a clearly written admissions policy.

**D. Records**— Every school shall establish and maintain permanent and complete cumulative records and reports for each pupil enrolled. Such records shall be kept current and on file in the school. Schools may want to use the *Handbook on Pupil Accounting*, published by the U.S. Office of Education (OE-23035, Bulletin No. 39, 1964), as a guide for items of information used in keeping records about pupils. Forms designed by the State Department of Education for use in the public schools for maintaining cumulative and permanent records are recommended.

1. Records on pupils shall include the following:

- a. *Personal Identification Information*: full legal name, sex, date of birth, and place of birth.
- b. *Family and Residence Information*: names of parents or guardians; residence address and telephone number of pupil and parents or guardians; and name, address, residence and business telephone of person(s) to be notified in case of emergency.
- c. *Physical Health Information*: results of vision and hearing tests; physical impairments; records of diseases and illnesses; immunizations; pupil's physician; and any specific instruction for medical treatment, e.g., "no iodine because of sensitivity."
- d. *Standardized Tests*: if standardized tests are taken, complete information on each test taken by the pupil shall be recorded.

e. *Enrollment Information*: date entered and grade or level, number of days each pupil is present, number of days each pupil is absent and the primary cause for each absence (absence from school within the compulsory attendance ages shall be considered lawful under the conditions set forth in Bylaw 721:1, Code of Bylaws of the Maryland State Board of Education), and date of withdrawal with reason if known.

f. *Performance Information*: final marks or reports received by a pupil for a course or for a portion of subject matter; information about the progress of a pupil in a grade or in an ungraded situation during a given regular school term. When a pupil withdraws from the school for any reason, original or true and legible copies of this information shall be provided by the school when requested by the parents or guardians, another school, or an employer.

2. Records on administrative, teaching, and supportive personnel shall be kept and shall include:

- a. Copies of the Personnel Record Blank prescribed and provided by the State Department of Education
- b. Attendance records
- c. Dates of employment and resignation
- d. Annual reports of tuberculin tests or chest x-rays

##### E. Public Relations

1. There shall be evidence that the purpose, philosophy, and objectives of the school have been disseminated and interpreted to the constituent community. Members of the school staff and parents should be kept informed on pertinent school matters.
2. All official pronouncements (catalogues, brochures, bulletins, advertisements, and reports) concerning the school shall be strictly accurate. Official pronouncements shall not be erroneous or misleading, either by actual statement, omission, or intimation.

**F. Annual Report**— Each school shall report annually, on or before October 15, to the State Department of Education on forms prescribed by the Department.

#### 912:35 PHYSICAL FACILITIES AND EQUIPMENT

**A.** The school's purpose, philosophy, and objectives should determine the nature of the school's facilities. The school buildings should be designed to ensure flexibility in meeting the needs of changing curricula, of organizational patterns, of school population, and efficiency of maintenance.

The school buildings should be designed with adequate provision for thermal, visual, acoustical, and spatial environment. In general, the buildings, site, equipment, and playground shall attempt to meet the minimum standards acceptable for public elementary schools.

There shall be sufficient floor space in classrooms so that the needs of the pupils can be suitably met for various activities.

**B.** In the case of new construction, sufficient acreage shall be secured to provide a proper setting for the building, service roads, and outdoor education activities. Outdoor areas shall be large enough to accommodate individual and group activities, shall be easily accessible, and shall be

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The application for a waiver shall include sufficient data to justify the request.

##### (5) Exceptions During Transition.

(1) The training requirement of §§B(4)(b), B(4)(c), and B(4)(d)(1), does not apply to personnel employed at the time of its adoption who are 55 years old or older.

(2) Personnel employed at the time, or within 3 years, of the adoption of §§B(4)(b), B(4)(c), and B(4)(d)(1), who do not meet the new training requirements, shall submit plans to meet these requirements to the State Department of Education on forms provided by the Department. These plans shall include at least six semester hours per calendar year until the minimum requirements are met.

(3) Upon application by the administrative head of a school, the State Superintendent of Schools may waive the requirements of §B(4)(f)(2) if he finds justification by reason of the person's excellence in previous teaching or other occupational experience, special preparation, or other exceptional qualifications. The application for a waiver shall include sufficient data to justify the request.

##### (5) Ratio of Staff to Pupils.

(a) Staffing and class size shall be determined in relation to the ages, needs, and abilities of the pupils; and the nature and purpose of a particular educational activity, as well as the size and use of the classroom space. Consequently, it is difficult to recommend a specific number as being the desirable number of pupils in a class in all situations. However, each class shall be under the direction of a teacher and the number of pupils per teacher shall be such as to make possible proper education and development of each pupil in the class. The following number of pupils per teacher is recommended:

Ages	Number of Pupils Per Teacher
(a) 2-year-olds	8
(b) 3-year-olds	12
(c) 4-year-olds	16
(d) 5-year-olds	20

(b) To assist teachers in meeting the diversified needs of all of the pupils enrolled in a class, a paid or volunteer aide should be assigned to each class. As a protection for the pupils, a second adult shall be

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immediately available to each class. No matter how small the school, two adults shall always be present.

(c) When pupils with a wide variation of ages are grouped in one class, the school shall provide a program and staff which meets the needs of various ages within the class. Classes which have both nursery school and kindergarten age pupils shall have additional staff to provide for the more intensified needs of the younger pupils. The number of pupils per teacher shall be consistent with those recommended above.

(d) In a school which presents itself as a Montessori school, staffing and class size shall be consistent with standards established by either the American Montessori Society or the Association Montessori International. Each school shall clearly state the standards on which its operation is primarily based.

##### (6) Instructional Program.

###### (a) Program of Activities.

(1) The school shall provide an environment designed to cultivate the pupil's own natural desire to learn and shall provide a balanced program of activities designed to meet the interests and needs of each pupil according to his particular stage of growth and development. (Activity is defined as an educational procedure designated to stimulate learning through firsthand experience.)

(2) The school shall provide a program which recognizes the interrelationships of the intellectual, social, emotional, and physical aspects of a pupil's growth and development.

(3) The program shall include activities designated to help pupils learn the basic concepts of language arts, math, social studies, science, music, and art.

(4) The program shall include activities to foster sound social and emotional growth and development.

(5) The program shall include activities to promote healthy physical growth and development.

(6) The school shall have a written program guide for the use of school personnel. It shall include a description of the activities provided by the school for the intellectual, social, emotional, and physical growth and development of the pupils enrolled. Each activity shall be described in terms of the methods, procedures, and materials to be used as well as the specific objectives to be accomplished.

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F. "Licensee" means that certificate or document which gives permission to establish, maintain, conduct, and operate a center.

G. "Licensee" means a person or agency who establishes, conducts, and maintains a center and is responsible for the total operation of a center and for compliance with all regulations.

H. "Local health officer" means the deputy state health officer in the county of licensure, or the Commissioner of Health in Baltimore City or his authorized representative.

I. "Secretary" means the Secretary of Health and Mental Hygiene and may include his designees.

J. "Senior staff member" means that person in charge of a single group of children 2 to 6 years old and working under the supervision of the director.

##### .03 Food Service Definitions.

A. "Equipment" means all ovens, ranges, hoods, meatblocks, tables, counters, refrigerators, sinks, dishwashing machines, hot tables, and similar items other than utensils, used in the preparation, transportation, serving, and storing of food.

B. "Food" means all articles used for food, drink, confectionary, or condiment, whether simple, mixed, or compound.

C. "Food-contact surfaces" means those surfaces that will come into contact with food. It also includes those surfaces that drain back onto food or surfaces that contact food.

D. "Perishable food" means food of a type or in a condition that may spoil.

E. "Potentially hazardous food" means perishable food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, or other ingredients capable of supporting rapid and progressive growth of infectious or toxigenic micro-organisms.

F. "Sanitization" means effective bactericidal treatment of clean surfaces of equipment and utensils by a process which has been approved by the Secretary of Health and Mental Hygiene or his designee as being effective in destroying micro-organisms, including pathogens.

G. "Single service articles" means cups, containers, lids, or closures; plates, knives, forks, spoons, stirrers, paddles; straws, place mats, napkins, doilies, wrapping materials; and all similar articles which are constructed wholly, or in part, from paper, paperboard, molded

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pulp, soil, wood, plastic, synthetic, or other readily destructible materials, and which are intended by the manufacturer and generally recognized by the public as for one use only, then to be discarded.

H. "Utensils" means any tableware and kitchenware used in the storage, preparation, conveying, and serving of food.

##### .04 Application for License.

A. A person desiring to qualify as a licensee of a center shall obtain an application from the local health officer. The application shall be on a standardized form and shall include all information required by the local health officer.

B. The applicant shall return the application, duly notarized, to the local health officer. Floor plans and specifications for a new center, or for alterations of an existing center, shall accompany the application.

C. Before the application is investigated, approval, when applicable, from the appropriate authorities showing compliance of the premises with zoning, building, and fire regulations and codes as required shall be submitted.

D. Plans for staffing shall be made part of the application record.

##### .05 Investigation of Application.

The local health officer or his duly authorized representative shall interview the prospective licensee and shall inspect the proposed facility.

##### .06 Issuance of License.

When the local health officer is satisfied that the provisions of these regulations have been met, a license to operate a center shall be issued.

##### .07 Conditions and Limitations of License.

A license automatically expires 1 year after issuance. The renewal procedure for a license shall include a reinspection and re-evaluation of the center by the local health officer and appropriate authorities, and shall be subject to current regulations except as hereinafter provided. The license shall be kept posted in a conspicuous place in the center. The license may not be transferred or assigned from place to place or person to person. The local health officer shall be notified of any change of ownership, and the new owner shall apply to the local health officer for a new license. A separate license is required for